ACQUISITION OF DEIXIS AMONG KASHMIRI SPEAKING CHILDREN OF 4-6 YEARS AGE GROUP

DISSERTATION

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In

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BY

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Under the supervision of

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Dedicated to:

Those angels in flesh – *the Kashmiri children;* who lost their lives in the catastrophic deluge of September, 2014.

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To Whom It May Concern

This is to certify that the M. Phil. Dissertation entitled, ***"Acquisition of Deixis Among Kashmiri Speaking Children of 4-6 Years Age Group"*** *submitted by* ***Mr. Farooq Ahmad Mir*** *has been carried out under my supervision. In my opinion, his work is suitable for the award of the degree of Master of Philosophy in Linguistics from Aligarh Muslim University, Aligarh.*

27.10.14

Dr. Sadia H. Hasan

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DECLARATION BY THE CANDIDATE

This dissertation titled **"ACQUISITION OF DEIXIS AMONG KASHMIRI SPEAKING CHILDREN OF 4-6 YEARS AGE GROUP."** submitted by me, for the award of the degree of Master of Philosophy (M.Phil) in Linguistics, is an original work and has not been submitted so far in part or full, for any other degree or diploma of any other University or Institute.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Chapter-1

Introduction and Methodology

INTRODUCTION

Down the line of whole course of human evolution, languages can be traced as greatest achievement that primarily got designed for communication. Communication is cited the greatest need of humans being social in their behavior, conduct and nature. "Man is by nature a social animal; an individual who is unsocial naturally and not accidentally is either beneath our notice or more than human" (Newmann, 1902). So, in a social setup humans are in a constant need of communication for which language is the only tool to be employed.

Languages vary from region to region in structure and content; however share some universal properties also. Different people in different regions of the world use different languages for almost same purposes but are quite unintelligible from one another. Linguists have categorized and classified languages into various groups called families. There are many families of languages recognized round the globe. A language family is a class of languages related to one another via descent from a common ancestor, called the proto-language of that family.

Kashmiri is a language studied under the sub-group of Dardic Languages of Indo-Aryan family. It is spoken primarily in the valley of Kashmir in Jammu and Kashmir having three prominent dialects *Kamraaz, Yamraaz* and *Maraaz.* This language is enjoying the status of being one of the 22 scheduled languages mentioned in 8thschedule of the constitution of India and is part of the sixth schedule in the constitution of Jammu and Kashmir. It is a V2 language having SVO word order and uses persio-arabic script for orthographic purposes.

Various linguistic researches have been conducted on Kashmiri Language but the focus of present study under the title, "Acquisition of Deixis among Kashmiri Speaking Children of age 4 – 6 Years Age" is yet virgin an area to be explored. This study is the first of its kind worked out here. However, it cannot be ignored that such kind of work has been carried out in other languages such as Bulgarian, Chinese, English, Hindi, Punjabi, Russian and Urdu etc.

LANGUAGE ACQUISITION

Language Acquisition has remained a topic of interest for various linguists and researchers from the very beginning because it is only due to language that a window unto human nature is opened and expression of desires, emotions, feelings and hopes that lie within the human conscience encounter language paving way for their overall vent in different manners and ways. In absolute terms we can maintain here that acquisition of language is quite different from learning a language, however the two terms are used many a times interchangeably replacing one for the other. One can put simply acquisition of language as a process by which humans acquire the capacity to perceive, produce and use words and sentences to understand and communicate. This capacity involves the picking up of diverse capacities including Syntax, Phonetics and an extensive vocabulary of the language. The acquired language may be vocal as with speech or manual as in sign. Usually language acquisition refers to First Language Acquisition (FLA) which studies infants' acquisition of the native language or what is referred to as mother tongue, rather than Second Language Acquisition (SLA) which deals with acquisition (in both children and adults) of additional languages to the native. There are various theories that explain or describe the process of Language Acquisition. Also some models have been worked out to explain the process. Simple models, for instance, will identify an approximate time

period, and explain some of the features of language development which may be expected to appear in this period. More complex models will describe and explain language development as Language Functions, Meaning and Grammar.

Acquisition of Language occurs in various stages in a child. From cooing to babbling, utterances comprising of one syllable or a single word to polysyllabic and two or more words and finally to construct large meaningful and syntactically well-formed sentences, children pass via various physical, physiological and psychological stages while acquiring language. Jean Aitchison has provided very simple model, which covers the period from birth to language maturity in *The Language Web*. Prof. Aitchison notes Cooing and Babbling at six weeks, Single word utterances at a year, and two- word utterances at eighteen months and complex constructions at five years of age.

FIRST LANGUAGE ACQUISITION : A THEORITICAL OVERVIEW

To explain and understand the process of language acquisition various theories have been put forward from time to time and has been worked upon thereof keeping the quest in full gears to understand this process quite well.

Behaviorist theory propounded by B. F. Skinner that accounts for First Language acquisition has been an oldest quest to understand the very process in absolute manner. Skinner proposed this theory as an explanation for language acquisition in humans. The basic processes and relations which give verbal behavior its special characteristics are now fairly well understood. Much of the experimental work responsible for this advance has been carried out on other species, but the results have proved to be surprisingly free of species restrictions. Recent work has shown that the methods can be extended to human behavior without serious modifications. He suggested that a child does not learn a language of its own but imitates the language

of its parents or guardians. Successful utterances are reinforced while unsuccessful ones are forgotten in a conversation of a child with adult(s).

But limitations are always there so are to behaviorist theory. The mistakes commonly called 'intelligent mistakes' made by the children while uttering the sentences leaning upon the internalized structures of language are not imitations of the parents' language which otherwise uses well-formed structures e.g. a child who says "*sheeps*" instead of "*sheep*" is indeed not imitating an adult for s/he never uses such structures. But it is a deliberate act of over applying of some rule, an internalized rule for that matter.

The "mistakes" occur because there are irregular verbs which do not behave in a consistent way. Another limitation can be inferred from the fact that all children normally go through the same sequential stages of language acquisition that are generally referred to as developmental stages by Psychologists. Such sequence of steps of language acquisition is same with the same dimensions throughout the world irrespective of the fact where from a child has been brought up and socialized.

The critical period hypothesis according to which a child can acquire its first language maximally up to the age of seven beyond which it cannot entirely catch it up is the most stunning exception to this theory. To account for the limitations to this theory so far, another stronger theory was in need.

With the advent of the Swiss psychologist Jean Piaget, who placed acquisition of language within the context of a child's mental or cognitive development by arguing that a child has to understand a concept before it can acquire the particular 'language form' which may express that concept, the development of cognitive theories began. There will be a point in a child's intellectual development when it can compare objects with respect to size. This means that if a child is given say a number of sticks

and it is able to arrange those in any order of size then only it will be able to learn and use comparative adjectives like "bigger" or "smaller".

Object permanence is another important phenomenon to be related to cognitive theory. During the first year of life, children seem unaware of the presence of objects they cannot see. For them an object which moves out of sight ceases to be. At the age of 18 months, children realize that objects have an existence independent of their perception. The cognitive theory draws attention to the large increase in children's vocabulary at around this age, suggesting a link between object permanence and the learning of labels for objects.

Although this theory had its impact for a good time but it too encountered limitations and objections like during the first year to 18 months, connections of the type explained above are possible to trace but as a child continues to develop so it becomes harder to find clear links between language and intellect. Some studies have focused on children who have learned to speak fluently despite abnormal mental development. Also Syntax of language in particular does not appear to rely on general intellectual growth.

Innateness theories with the introduction of Avram Noam Chomsky focus particularly on the impoverished language input that children normally receive from the universe around. Adults do not typically speak grammatically complete sentences. In addition, what the child hears is only a small sample of language as if a drop of water from a tank.

Chomsky concluded that children must have an inborn faculty for language acquisition. That is why, the process of language acquisition by innateness theory can be seen as a biologically determined one - the human species has evolved brain of which the neural circuits contain linguistic information at birth. The child's natural

predisposition to learn language is triggered by hearing speech and the child's brain is able to interpret what it hears at par with the underlying principles or structures it already contains. This natural faculty of language has become known as the Language Acquisition Device (LAD). Chomsky did not suggest that an English child is born knowing anything specific about English of course because of the fact that all human languages share common principles. It is the child's task to establish how the specific language it hears expresses these underlying principles, the expression of which depends upon the employment of some flexible parameters which may be put to function as electrical switches.

Chomsky's ground-breaking theory remains at the center of the debate about language acquisition. However, it has been modified from time to time, both by Chomsky himself and by others. Chomsky's original position was that the LAD contains specific knowledge about language. Dan Isaac Slobin proposes that it may be like a mechanism for working out the rules of language instead.

The limitation to this theory can be put as Chomsky's work on language was theoretical. The theory relies on children being exposed to language but takes no account of the interaction between children and their parents, guardians or caregivers nor does it recognize the reasons why a child might want to speak for which a child needs to build a language system.

In 1977, Bard and Sachs published a study of a child known as Jim, the hearing son of deaf parents. Jim's parents wanted their son to learn speech unlike them. He watched a lot of television and listened to the radio, therefore receiving frequent language input. However, his progress was limited until a speech therapist was employed to work with him. Thus being exposed to language was not enough. Without the associated interaction, it meant little to him.

Subsequent theories have placed greater emphasis on the ways in which children develop language to fulfill their needs and interact with their environment including other people that give rise to a new dimension of thoughts and theories called Interaction theories.

In contrast to the work by Chomsky, more recent theorists have emphasized upon the importance of the language input that children receive from their caregivers. As Language exists for the purpose of communication and can only be learned in the context of interaction with people who communicate with them .These theorists such as Jerome Bruner suggest that the language behavior of adults when talking to children (known as Child-Directed Speech or CDS) is specially adapted to support the acquisition process. This support is often described to as scaffolding for the child's language acquisition. Bruner also coined the term Language Acquisition Support System or LASS in response to Chomsky's LAD. Colwyn Trevar then studied the interaction between parents and babies. He concluded that the turn-taking structure of conversation is developed through games and non-verbal communication much before the actual words are uttered.

Although these theories collectively seem better at explanation for the process of language acquisition but there are certain objections that lead to limitations of these theories like these theories serve as a useful corrective to Chomsky's early position and it seems likely that a child will acquire more quickly with frequent interaction. However, it has already been noted that children in all cultures pass through the same stages in acquiring language. It is also observed that there are cultures in which adults do not adopt special ways of talking to children, so CDS may be useful but is not essential.

Hence, it can be concluded for now that acquisition of first language cannot be satisfactorily explained by these theories. However the phenomenon of acquisition is at gallop with every new born baby.

FIRST LANGUAGE ACQUISITION : SOME ISSUES AT A GLANCE

The process of first language acquisition among infants is a twisted bunch of issues that arise in every baby's process of language acquisition for the first. Some of these issues have been briefly discussed here to have a vision broadened regarding the process. For the sake of convenience these are ordered in ascending fashion

COMPETENCE AND PERFORMANCE

Competence refers to one's intuition of a system, event, or fact; non-observable ability to do something. On the other hand Performance is the overtly observable manifestation or realization of competence. It is the actual doing of something. With reference to language, competence is the underlying knowledge of the system of a language –its grammar, its vocabulary and all other related areas. Performance is the actual production (speaking, writing) or the comprehension (listening, reading) of linguistic events.

Chomsky maintained that a theory of language must be a theory of competence so that linguists do not try in vain to categorize an infinite number of performance variables that do not reflect the underlying ability of a person. Linguists and psychologists have operated in the generative/cognitive framework, under this idea, for a good time. Indirect methods of judging children's competence had to be invented when researchers realized that if a child has no interest or cognizance of an adult's grammatical interrogation, he will say whatever comes to his mind. Those methods included: a) tape recording and transcription of hours of speech followed by

studious analysis, and b) certain tests like imitation, production, or comprehension tests. All of these had numerous disadvantages.

The competence-performance model hasn't been accepted universally because it states that the competence consists of the abilities of an "idealized" hearer-speaker who has no performance variables.

COMPREHENSION AND PRODUCTION

These can be aspects of performance and competence in turn. That comprehension (listening and reading) can be associated with competence, while production (speaking, writing) is associated with performance is a general overview. The truth is that both comprehension and production of a language are associated with performance, even if comprehension skills are not as observable as production skills. Linguistic competence has several modes or levels: speaking, listening, reading, and writing, and all of them are separate modes of performance. While lexical and grammatical instances of production before comprehension seem few in number, it still behoves us to be careful in concluding that all aspects of linguistic comprehension facilitate linguistic production.

NATURE OR NURTURE?

Nativists assume that a child is born with an innate knowledge of a language, and that this innate property is universal. However, it has not been proven yet that there are "language genes" in our genetic information except for the possibility of some genes like FOXP2. Environmental factors cannot be ignored! Because some questions arise that are like what is that innate knowledge of a language that "nature" provides us with? And what is that knowledge "nurtured", internalized and acquired from the environment and learned by teaching etc.? Evidence has been found that there are common patterns of linguistic and cognitive development across a number

of languages and that human beings are "bio-programmed" to proceed from stage one stage to another and "bloom" when it is a ripe time to.

LANGUAGE UNIVERSALS

It is now an established fact for every linguist that language is universally acquired in the same manner, and deep structure of language at any of its deepest levels may be common to all languages. Universal linguistic categories such as word order, morphological marking, agreement, verbs, predication, and negation etc. are common to all languages for which to execute there are principles and parameters which specify some possibilities of variation which are but limited. The principle of structure dependency for example eventually appears in the comprehension and production of a child. According to the Universal grammar, languages cannot vary in an infinite number of ways. There are certain parameters that determine the ways in which languages can vary.

SYSTEMATICITY AND VARIABILITY

A language develops from grammar to create and shape sentences of almost infinite length. Children exhibit great ability to infer the phonological, structural, and lexical systematic system of language. But there may be variability also in the process of language acquisition, which means something children once learned may easily be changed or forgotten due to the perception of new language systems.

LANGUAGE AND THOUGHT

The issue is to determine how thought affects language, how language affects thought, and how linguists can best describe and explain the interaction between the two. There have been some positions on this such as that of Jean Piaget, whose claim is that the cognitive development is at the centre of humans and that language depends on cognitive development. Jerome Brunner marks that there are some

sources of language-influenced intellectual development where words shape the form of concepts, dialogues between parents and children serve to orient and educate. For many others language and thought were given in the social interaction where language is a prerequisite to cognitive development. He regarded thought and language as two distinct cognitive operations. For him, every child reaches his potential development through social interaction with adults and peers. Sapir-Whorf appointed that each language imposes on its speaker a particular "world view". Thus one sees the world through the lens of language s/he possess.

IMITATION

Research has shown that echoing is a particularly salient strategy in early language acquisition and an important aspect of early phonological acquisition. However, the semantic data is unnoticed even in Chomsky's work so for. It has been observed in foreign language classes that rote pattern drills evoke surface imitation where the repetition of sounds doesn't lead learners to have the idea of what they are moving their tongue for. Children, however, perceive the importance of the semantic level of language that cannot be ignored or denied in any case, so if they imitate the surface structure of the language, there remains a question that is they won't be able to understand what they are imitating.

NATURE OF PRACTICE

Children like to play with language just as they do with other objects and events around them. Children's language seems to be a key to language acquisition. When talking about practice, it is thought of as referring to speaking only. But the issue is why not we also think of comprehension practice?

INPUT FOR ACQUISITION OF LANGUAGE

The speech that young children hear is primarily the speech heard in home, and much of that speech is mostly the parental speech or the speech of older siblings living in the same environment. No doubt children make many mistakes while producing a language part like those commonly known as 'intelligent errors'. Adult input seems to shape the child's acquisition, and the interaction patterns between child and parent change according to the in greasing language skill of the child. But what actually acts as input for the child is still an issue.

DISCOURSE

Conversation as a part of discourse is a universal human activity performed in the course of daily living as a routine; the means by which children learn to take part in conversation seems to be complex. The child learns not only how to initiate a conversation but how to respond to other's utterance and recognize the function of the discourse. For example, when asked something, the child will identify whether he is being requested for information, for an action, or for help etc.

LANGUAGE ACQUISITION SCHEDULE

The various theories, some discussed above, depict various trends and procedures in first language acquisition thereby create and account for different backgrounds for the process. In spite of different backgrounds, different locations, and different situational and socializations, most children reach the similar milestones in acquiring language. The biological schedule is related to the maturation of the infant's brain to cope up with the linguistic input that is further described by many psychological processes. Young children acquire the language by identifying the patterns or some regularity in what is heard and applying those patterns or regularities in what they

utter in performance. Moreover, they generate the exact constructions that are required at times needed.

STAGES OF CHILD LANGUAGE ACQUISITION

First language acquisition is a process that ascends to progress step by step with the development of child. As the child passes stages of biological development, the stages of language acquisition also pass by. Generally there has been observed five basic stages of child language acquisition. These stages are achieved one after the other by children with the due course of time. Following is a brief sketch of these stages of language acquisition.

COOING

The very first stage of child language acquisition is called cooing. It appears at about 6 months or so. All infants 'coo' using all the phonemes from every language. It comprises mostly of vowel sounds like "aaa", "ooo" etc.

BABBLING

It is the stage achieved after passing the cooing stage. This stage is observed at around 9 months. Infants are starting to selectively use the phonemes from their native languages. Consonants are also introduced along with vowels and a child is able to correlate words with objects or people. It starts using words with repetitive sounds like "dada", "mama" etc.

ONE-WORD UTTERANCES

At around 12 months, children start using words, fairly complex words. Infants can recognize correct pronunciation of familiar words at this stage. The next stage observed is 'two word utterance stage' by age of 18 months.

TELEGRAPHIC SPEECH

Human babies start making multi-word utterances that lack function words i.e. conjunctions & articles etc. About 2 years old babies utter words like "water now", "mama go", "banana eat" etc.

NORMAL SPEECH

By about 5-6 years of age, children have almost normal speech with good command over syntax and semantics. In later stage development of vocabulary and pragmatics takes place.

UNIVERSALITY OF ACQUISITION

There can never be any case where in it can be observed that a child fails in acquiring, naturally, its mother tongue except a possible case of 'the deaf of the dumb'. So universal is the phenomenon of language acquisition all over the world, whatever the language that one is almost tempted to believe that the ability to speak is innate. It is only apparently so; language is actually acquired. Children without any exposure to language, those who are brought up by animals or in total isolation, do not have any language, for example.

Acquisition of a language by children is achieved within a relatively short period between the ages of 1 and 3 in spite of the complexity of the task. The result is remarkable for its perfection. Oral language is acquired successfully regardless of the level of general intelligence. When learning is almost complete there is not much difference among illiterates, whatever be their social rank or avocation. Just faulty pronunciation of some words is occasionally noticed due to physiological defects in vocal organs. Some children having psychological problems develop stammering.

A child usually picks up language simply by listening attentively to the language spoken to him or around him. Parents want their child to understand what they say to

him and they use for that purpose a simplified language known as caretaker's speech or baby talk. In the first stage a child seems to be interested only in what is spoken to him. Later on interest is shown in the talk going about around him.

DEICTIC EXPRESSIONS OR DEIXIS IN LANGUAGE

AN OVERVIEW OF THE TERM

Owing to communicative properties of human languages; it is not any difficult to understand that in its common usage a language is specifically dependent on context. There are always some vocabulary items that serve the property of deixis in any language. Here a point is to be noted that deixis are not Anaphors. They can be used as anaphors also where in an utterance those refer back to the subject which cannot get its meaning unless co – referred by the anaphor. The present study has excluded the Anaphor usage of the otherwise deictic terms for the sake of accuracy of the results. The study is primarily focused on the deictic expressions used and not on the anaphors which may be there.

"As Languages are primarily designed for face-to-face communication in daily life and thus cannot be separated from context of utterance" (Lyons 1977). All languages have certain words and expressions, called Deixis, which reflect the relationship between language and context. There is perhaps no other linguistic phenomenon that is so fundamentally rooted in our bodily experience than deixis. The reference of these words and expressions relies entirely on the situational context of the utterance, and can only be understood in light of these circumstances. Like all other languages, Kashmiri also possesses the system of deictic expressions and words used for different referential purposes.

Generally it is acknowledged that perception of and orientations in space are two determinant factors in human action and interaction. Since, speech depends highly on

knowledge of the context i.e. where when and by whom is a sentence uttered. These three dimensions are traditionally counted the so-called deictic center of all linguistic events without which no linguistic expression can be interpreted satisfactorily.

Deixis is a term used in Linguistics that refers to a class of linguistic expressions used to indicate elements of the situational and/or discourse context including the speech participants and the time and location of the current speech event. English has a wide variety of expressions that are commonly analyzed as deictic e.g. personal pronouns such as *he* and *she,* spatial adverbs such as *here* and *there,* demonstratives such as *this* and *that,* temporal adverbs such as *now, then, today, ago,* and *recently,* motion verbs such as *come* and *go,* and tense morphemes such as the future auxiliary *will* and the past tense suffix *–ed* (cf. Lyons 1977; Fillmore 1997). In addition, grammatical constructions such as the imperative and the vocative are often characterized as deictic.

By deixis is meant all the cues provided by a language that localize a particular speech event and its participants (sender/speaker, hearer/receiver and the narrated participant) in all the frames of references of space and time. Three major categories of deixis in 1985 were distinguished by Anderson and Keenan are Person deixis, spatial deixis and temporal deixis. These three types of deictic expressions are found in almost all languages to which Kashmiri is no exception. In Kashmiri deictic expressions go hand in hand with the distinction provided by them. It is better to have an overview of these different types of deictic expressions.

FOUNDATIONS OF DEIXIS

It has been a long tradition in western philosophy to define human cognition by some formal operations over abstract symbols. However, the recent works in cognitive psychology, philosophy, and linguistics argue that this approach is not an appropriate

one to characterize and categorize the human cognition. Being specific, it has been argued and claimed that human cognitive processes are "embodied", i.e., rooted in our bodily experience with the environment. In this view, the sensory and motor activities of the body are important determinants of human cognition, which in turn influences the structure and use of language. There is perhaps no other linguistic phenomenon that is so fundamentally rooted in our bodily experience than deixis. In fact, one of the reasons why indexicals have been discussed extensively in both linguistics and philosophy is that they pose a serious challenge to semantic theories in which linguistic meaning is decontextualized and disembodied.

Philosophers such as Bertrand Russell tried to reduce all indexical expressions to a single deictic term that can be translated into some context-free expression in an artificial language but this account does not provide an adequate description of the use and meaning of deictic expressions. In natural language, deixis is fundamentally grounded in our bodily experience and situated interactions between the interlocutors. Thus, any account of natural deixis has to start from a pragmatic theory of language use and human cognition.

ORIGO: THE DEICTIC CENTRE

As Karl Bühler and other theorists have pointed out, the use of deixis involves a particular viewpoint called the *deictic center* or the *origo* the deictic center is actually the center of a coordinate system that under lies the conceptualization of the speech situation.

In the unmarked case, the deictic center is defined by the speaker's location at the time of the utterance. Deictic expressions are used to indicate a location or point in time relative to the deictic center. For instance, the spatial adverbs *here* and *there* can be used to express a contrast between two different locations based on their

relationship to the origo: *here* marks the area that is conceptualized as the deictic center, and *there* indicates a location that is not included in this area. In the literature, *here* and *there* are commonly characterized as proximal and distal deictic terms, but the attributes 'proximal' and 'distal' must not be taken in the absolute sense of these terms because the deictic center and the speech situation are conceptual units that cannot be equated with the physical location in which the speech event occurs.

In conversations, the deictic center is constantly changing between the communicative partners. Every time a new speaker adopts the turn, the speech event is conceptualized from a different point of view, which means that expressions such as *here* and *there* and *I* and *you* refer to different entities when used by different speakers. Adult speakers are so used to this procedure that they do not realize the constantly changing perspective that is involved in the use of deictic expressions; but children have great difficulties with the alternating point of view. Although English-speaking children begin to use deictic expressions very early, they often misinterpret their meaning and use. For instance, it is well-known that some children begin to use the personal pronouns *I* and *you* as fixed expressions for the child and an adult speaker.

DECTIC EXPRESSIONS IN KASHMIRI LANGUAGE

Kashmiri language possesses a good number of various deictic terms like person, spatial, temporal and discourse deixis etc. in the present study the focus is on three types of deictic expressions found in the language which has been described and illustrated with certain examples. Following is an account of three types of deixis found in Kashmiri.

PERSON DEIXIS

Person deixis usually localizes any entity or situation in relation to the position of the speaker and/or hearer. First and second person pronouns or person deixis typically refer to the speaking and hearing speech-participant(s) whereas third person pronouns designate the non-speech or narrated participant both within sight and out of sight. It can be explained as:

a) hu mɔhniw aw

THAT MAN CAME

'That man came.'

b) hɔ zənan aj

THAT WOMAN CAME

'That woman came'.

c) hɔ kɨ̰tab t͡ʃʰi zəbər

THAT BOOK IS GOOD

'That bok is good'

d) su gur gɔw

THAT MILKMAN WENT

'That milkman went'

e) sɔ gurɨ̀baj gjɨ

THAT MILKMAID WENT

'That milkmaid went'

f)	su	ʃəma	t͡ʃʰu	prəzlan
	THAT	CANDLE	IS	SHINING

'That candle is shining'

Here the demonstrative pronouns /hu/, /hɔ/ and /su/, /sɔ/ as illustrated by the above provided examples refer to the same person deixis but different genders. For instance /hu/ refers to a male person nearer to the speaker i.e. proximate and /su/ to a remote one. Similarly /hɔ/ refers to a proximate female person and /sɔ/ to a remote one. The point to be noted here is that the usage of person deixis in Kashmiri is same for the number and gender of inanimate objects also.

For plural number animate and inanimate references along with both genders (masculine and feminine) there is only one deictic expression in the language in the current spoken form of the Language which it should have been the same as deictic expressions used for animates also. Following are the examples.

g)	t̪im	kagəz	rɜj
	THOSE	PAPERS	LOST

Those papers were lost'

h)	t̪im	kitabə	t͡ʃʰe	əsl
	THOSE	BOOKS	ARE	GOOD

'Those books are good'

The person deixis found in Kashmiri thus can be shown in the following tabular form:

Deixis	Person	Gender and Number			
		Masculine		Feminine	
		Singular	Plural	Singular	Plural
Proximate	3rd	jɨ	jɨm	jɨ	jɨm
Remote-I	3rd	hu	hum	hɔ	humɨ
Remote-II	3rd	su	tɨm	sɔ	tɨmɨ

Person Deixis in Kashmiri

Proximate deictic expressions are those expressions which localize a nearby participant in the speech event. Remote –I and Remote –II deixis are the expressions localizing distant passive participants in the speech event. Remote –I is used to define the participants within sight and Remote –II defines the participants out of sight.

SPATIAL DEIXIS

Spatial deixis are the deictic expressions in Kashmiri that localize both the speech participants and narrated participants in space. In other words it can be said that the spatial deixis or spatial adverbs mark the location of the speech event e.g.

a) kələm t͡ʃɨ jət̪ət̪

PEN IS HERE

'The pen is here'.

b) kələm t͡ʃɨ hɔtət

PEN IS THERE

'The pen is there.'

Also,

c)

but^{h} t͡ʃɪ jɪkja

SHOE IS HERE

'The shoe is here.'

d)

but^{h} t͡ʃɪ hɔkja

PEN IS THERE

'The shoe is there.'

The words /jɪkja/ (here) and /hɔkja/ (there) are used in informal speech and more often in non – standard varieties of the language.

An interesting point to note here is that like English the (formally used) spatial deixis in Kashmiri are the same for past tense as well as for plural numbers which can be made out from the following:

e)

ʃurɪ ɜsɪ jət̪ət̪

CHILDREN WERE HERE

'The children were here.'

f)

ʃurɪ ɜsɪ hɔt̪ət̪

CHILDREN WERE THERE

'The children were there.'

g) səlim tʃʰə jəti

SALEEM IS HERE

'Saleem is here.'

h) brɔr os t̪ət̪i

CAT WAS THERE

'The cat was there.'

But the informal forms, as discussed above, are not used in past tense plural conditions. In such situations the meaning of the informal forms collapse and it becomes somewhat adjectival and means like the word *'just'* in English e.g.

i) t̪ramɪ asə jɪkja jət̪ət̪

PLATES WERE JUST HERE

'The plates were just here'.

j) kagəz əsɪ hɔkja hot̪ət̪

PAPERS WERE JUST THERE

'The papers were just there.'

Moreover, some deictic expressions for spatial deixis are also used by the speakers of the language e.g.

k) gʊpən aj jor

CATTLE CAME HERE

'The cattle came here.'

l) shəbir gɔw t̪or

SHABEER WENT THERE

'Shabeer went here.'

The expressions /jor/ and /t̪or/ are used with 3rd person past tense but to localize only the animate and not for inanimate cases in the space.

The table given below enlists the spatial deixis commonly found in Kashmiri language:

Proximate	**Remote-I**	**Remote – II**
jɨkja	hɔkja	Hokja
jət̪ət̪	t̪ət̪ət̪	hot̪ət̪
jor	t̪or	t̪or
jəti	-------	t̪əti

Spatial Deixis in Kashmiri.

So, it can be drawn from the examples and the table given above that the spatial deictic expressions is used for proximate and remote conditions. (Here also, remote-I and remote-II localize the narration within and out of the visual field of the narrating person.)

TEMPORAL DEIXIS

Temporal deixis in English were proposed by Anderson and Keenan (1985). It localizes the speech event in time by means of adverbs ('now', 'then') or nouns like the names of days, months or years e.g. Wednesday, April etc. Tense inflection on verbs can also be analyzed as temporal deixis in this respect. In Kashmiri temporal

deixis are of the same pattern as that of English, Hindi and Urdu for adverbs and nouns e.g.

a)

bə jɪmə wʊnɨ gər

I COME NOW HOME

'Now I will come home.'

b)

pə̠t̪ə gə̠t͡ʃ̠ bə sopər

THEN GO I/ME SOPORE

'Then I will go to sopore.'

Also,

c)

əz lekʰ bə səbəkʰ

TODAY WRITE I LESSON

'I will write a lesson today.'

d)

pəgəh gə̠t͡ʃ̠o əsɨ ʃəhər

TOMORROW GO WE CITY

'Tomorrow we will go to city'.

e)

kalə os rahim ʃəhər

YESTERDAY WAS RAHIM CITY

'Yesterday Rahim was at city.'

These examples read the adverbs of time that are used as the grammatical deixis in the speech or temporal deixis in Kashmiri language. Moreover, the nouns like the names of the days and months also serve deictic purposes in the speech at many

circumstances where definiteness of time is needed or sought. The nouns are used in deictic apprehensions for the reason those help in the conveyance of a clear cut idea about the location of speech act in time e.g.

f) ni:ta jijə bɔd̪wari skul

NEETA COME WEDNESDAY SCHOOL

'On Wednesday, Neeta will come to school'

g) fəsl wəwo besakʰəs mənz

CROP SOW BESAKH IN

'The crop will be sown in Besakh.'

The table given below enlists the Temporal Deixis in Kashmiri.

S.No.	Proximate	Remote
01.	wʊni	pət̪ə
02.	əz	pəgəh
03.	.....	kalə

Temporal Deixis in Kashmiri.

In the above table for temporal deixis the distinction 'Proximate' and 'Remote' designate the present and past/future tenses.

METHODOLOGY

Methodology is the only way to structure the episteme for any study and hence plays a very crucial role in any kind of research. The present study feeds on psycholinguistic research methods.

NEED FOR THE PRESENT RESEARCH

The study of acquisition of Deixis among Kashmiri – Speaking Children is a reasonable research topic because it proves an important position in understanding the process of acquisition of language. Since Deixis are the first words that are acquired by the children so this study will help point out the importance of the study of deictic expressions and the very process of their acquisition thereby this study will also help generalize the nature of acquisition of this type. Moreover, this kind of work on Kashmiri language has to be founded for the first time for no work, till date, has been carried out on this topic.

THE PROBLEM STATEMENT

By analysing the process of acquisition of various linguistic terms like deictic terms in Kashmiri language the overall problem of acquisition of language can be studied thus solved. During my M.Phil research the whole of the study is focused on the different types of Deixis found in Kashmiri language e.g. /su/, /hu/, / jatat/, /hɔtat/, /ka:lə/, /pagah/, etc. for person, place and time respectively and have been studied for the variables like Biological gender of the informants and family background across age groups.

OBJECTIVES OF THE STUDIES

The present study has based on the following objectives:

a) To observe and examine the existing deictic terms in Kashmiri Language.

b) To identify and analyze the usage of person, spatial and temporal Deixis of the language with respect to age.

c) To analyze the frequency of acquisition of these deictic terms across the age group (i.e. 4,5 and 6 years of age) also across different other social factors (i.e. Family background and Gender)

HYPOTHESES

Generally, a specific statement about a property of a population of interest is a hypothesis that can be defined as a conjecture or statement to be accepted true on temporary basis, based on some research work. Also it can be a supposedly assumed fact that has been drawn from some already knowledge or theory used as guide in the investigation of actual facts. Generally a hypothesis looks forward in a research for it is actually what the researchers look for in a location. It cannot be any issue if a hypothesis is looked at as a sort of provisional guess that may seem explain the situation well, under observation.

The present study hypothesizes in two manners there by generates two different types of hypotheses viz. Null Hypothesis (H_0) and Alternative Hypothesis (H_1). These hypotheses are as follows:

NULL HYPOTHESES (H_0)

a) Gender of the informants makes no difference in the frequency of usage of deictic terms.

b) Family background (literate or illiterate) of the informants have no effect in acquisition of Deixis.

ALTERNATIVE HYPOTHESES (H_1)

a) The trend of acquisition of Person Deixis decreases with increase in age.

b) The frequency of acquisition of Spatial Deixis decreases with the increase in age.

c) There is an increasing trend of the acquisition of Temporal Deixis with the increase in age.

SCOPE OF THE STUDY

Though the study of First Language Acquisition has been worked over drastically not only by Linguists but Biologists, Geneticists and Psychologists alike but the understanding of actual process is yet in the pipeline of experimentation and research. There is no doubt in the fact that the process of acquisition of first language among children will be studied better by studying the acquisition of various linguistic terms in parts. Therefore, the universe of the present study

is limited to the analysis of the acquisition behaviour of deictic terms of Kashmiri language by the children speaking the language. This will help in understanding the acquisition patterns of Kashmiri Language by its natives. The present study is exploratory in nature and is first of its kind in Kashmiri Language.

SAMPLE SELECTION PROCEDURE

The basic type of sampling "Simple Random Sampling" (SRS) method has been used for selecting the informants from the various areas so that every individual had the same probability of being chosen. The universe of the study covers the children of age – groups of 4-6 years and the children of 2-3 years age group also. However, the study is focused on 4-6 years age group. This set of sample has been grouped under various categories so that it can be studied better. There are five sets of the following mentioned categories taken into account for the sake of the present study which are cross-examined with each type of Deixis under study viz. Person, Spatial and Temporal Deixis.

a) The age-group of the informants.

b) The family background of informants in terms of literacy.

c) The gender of the informants.

SAMPLE AND LOCATION

The sample for this study was taken from various schools in rural and urban areas of Sopore and Baramulla cities of North Kashmir. The sample comprised of a total number of 60 children out of which the data used for analysis was taken from 20 of them. It also included equal number of male and female children. The sample comprised of the following groups:

ACCORDING TO AGE:

a) Children of 4 years of age.

b) Children of 5 years of age and

c) Children of 6 years of age.

ACCORDING TO FAMILY BACKGROUND:

a) Children hailing from literate family background.

b) Children hailing from illiterate family background.

ACCORDING TO GENDER:

a) Boys

b) Girls

In this manner, a total number of 60 children were observed and examined but all of the data collected from these informants was not entertained for some practical reasons. Thus only a fixed number of 20 children from each age group were observed and studied. Six locations were selected for the field work viz. three rural and three urban. Also, the distance between the locations was more than 15kilometers.

TOOLS USED

For a linguistic research many tools are used and employed in data collection especially in primary data collection procedures. Various tools are used as per the demand of the research method employed. This research work is based on the

observation and personal interview methods. The interviews were of informal type. So, among the various tools available, just Audio and video tools were used for the data elicitation as described follows:

VIDEO TOOLS

The children under observation were motivated watch and listen to a comedy series of six "videos" of a popular Kashmiri comedian – *Qayoom Badshah.* This comedian is interestingly very popular among the children there. These videos were displayed in classrooms using an over-head projector (OHP).The videos each of which were at least of 15 minutes length and were chosen carefully for the sake of the present study. A good number of different deictic terms were present in the whole of the video series. After done with video trails, they were asked to narrate back the whole series in parts which actually was the response for the deictic terms used there in.

AUDIO TOOLS

The audio tools comprised of two sets:

a) Microphones

b) Audio recorders

The microphones were used for the informants to respond. In case of 4 years old children the microphones were pinned to their vests before the video trails conducted. The audio recorders were used to record the whole of the narration that informants provided in response at the end of the video trails. The narrations were recorded in mp3 format. The recorded data was further analysed and the results were obtained.

DATA ELICITATION AND MEASUREMENT

The children or informants were contacted in their respective classrooms and a recreational task was provided to them in which they were made to watch the visuals. After watching the visuals, they were asked to narrate back what they watched from

the videos shown. Furthermore, no instructions were given to children in any kind pertaining to their responses just not to make them conscious while responding. In this way the data collection was carried out in all schools under study. A similar test was conducted after a gap of six months involving the same informants. The data was recorded and analysed using Microsoft Excel 2013 software where in the age-group was kept a constant entity. The remaining categories like Family background, gender and location were treated as dependent variables with the deictic terms as independent variables. Different graphs pertaining to different percentage results have been prepared to shows the exact results. The data was also analysed and cross checked manually. The tabulation and analysis of the data is recorded in the following chapter of this dissertation.

Chapter-2

The study of Deixis Across Age

This chapter is based on analysis and interpretation of the data collected from Kashmiri speaking children of 4-6 years of age. The whole of the data reads the frequency of utterances for deictic expressions by the children under study that has been given here in three different sections numbered I, II and III for Person. Spatial and Temporal deixis types respectively. The whole of the data has been analyzed and the results have been calculated in terms of percentage of usage of deictic types by the children of certain age in order to find the orders and trends in their acquisition of different types of deictic expressions.

In order to calculate the percentage of usage of various deictic terms by the children, a mean value of the frequency of usage of the different deictic types has been calculated then a general formula; that equates the result(s) between the ratio of total mean of utterances of a deixis type uttered by the children to total number of deictic expressions present in the test or the audio visuals administered. The formula used to calculate the result can be represented by the following equations:

$$Mean\ (M) = \frac{Sum\ of\ frequencies\ of\ Utterances\ (\sum)}{Number\ of\ Children\quad (n)}$$

$$\Rightarrow \qquad M = \frac{\Sigma}{n}$$

Now, after calculating the mean value of the deixis uttered by the children, the percentage of usage of utterance of a certain deixis type by the children under study will be given by the following formula:

$$\text{Percentage } (\%) = \frac{\text{Mean Value of the Frequency of Deixis(M)}}{\text{Total Number of Deixis Present in the Text(D)}} \times 100$$

$$\Rightarrow \quad \% = \frac{M}{D} \times 100$$

For each type of the deictic expression the relevant analysis has been carried out which is given in the form of tables at the end of the relevant data and also, the result has been analyzed on bar Figures that follow the analysis tables.

SECTION – I

PERSON DEIXIS VERSUS AGE

This section Comprises of the data and the relevant analysis for person deixis across age of the children under study.

Name: Saima Jan **Age: 4 yrs.**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	3	2	he	they
Feminine	hə/sə	həm	2	2	she	they

Name: Muskan **Age: 4 yrs.**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	3	2	he	they
Feminine	hə/sə	həm	1	1	she	they

Name: Sulaiman **Age: 4 yrs.**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	2	2	he	they
Feminine	hu/su	həm	2	1	she	they

Name: Sugufta Fayaz **Age: 4 yrs.**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	2	1	he	they
Feminine	hə/sə	həm	2	1	she	they

Name: Ibraheem Gul **Age: 4 yrs.**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	3	2	he	they
Feminine	hɔ/sɔ	həm	2	2	she	they

Name: Insha Ayaz **Age: 4 yrs.**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	2	2	he	they
Feminine	hu/su	həmɨ	2	1	she	they

Name: Beenish Fahad **Age: 5 yrs.**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	3	2	he	they
Feminine	hɔ/sɔ	həm	2	2	she	they

Name: Rumaisa **Age: 5 yrs.**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	**Plural**	**Singular**	**Plural**	**Singular**	**Plural**
Masculine	hu/su	həm	3	2	he	they
Feminine	hɔ/sɔ	həm	2	2	she	they

Name: Umar **Age: 5 yrs.**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	**Plural**	**Singular**	**Plural**	**Singular**	**Plural**
Masculine	hu/su	həm	2	2	he	they
Feminine	hɔ/sɔ	həm	2	1	she	they

Name: Rouf **Age: 5yrs.**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	**Plural**	**Singular**	**Plural**	**Singular**	**Plural**
Masculine	hu/su	həm	3	2	he	they
Feminine	hɔ/sɔ	həm	2	2	she	they

Name: Suvaid **Age: 5 yrs.**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	**Plural**	**Singular**	**Plural**	**Singular**	**Plural**
Masculine	hu/su	həm	1	1	he	they
Feminine	----	------	0	0	she	they

Name: Maerajuddin **Age: 5 yrs.**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	3	2	he	they
Feminine	hɔ/sɔ	həm	2	2	she	they

Name: Ubaidullah **Age: 5 yrs.**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	3	2	he	they
Feminine	hɔ/sɔ	həm	2	2	she	they

Name: Iliyas Ahmad **Age: 6 yrs.**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	3	2	he	they
Feminine	hɔ/sɔ	həm	2	2	she	they

Name: Shahzeb Mir **Age: 6 yrs.**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	3	2	he	they
Feminine	hɔ/sɔ	həm	2	2	she	they

Name: Prince Gulrez **Age: 6 yrs.**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	**Plural**	**Singular**	**Plural**	**Singular**	**Plural**
Masculine	hu/su	həm	3	2	he	they
Feminine	hɔ/sɔ	hʊm	2	1	she	they

Name: Sameera Bano **Age: 6 yrs.**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	**Plural**	**Singular**	**Plural**	**Singular**	**Plural**
Masculine	hu/su	hʊm	3	1	he	they
Feminine	hɔ/sɔ	hʊm	2	1	she	they

Name: Anisa Mir **Age: 6 yrs.**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	**Plural**	**Singular**	**Plural**	**Singular**	**Plural**
Masculine	hu/su	həm	3	2	he	they
Feminine	hɔ/sɔ	həm	2	2	she	they

Name: Muntasha **Age: 6 yrs.**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	**Plural**	**Singular**	**Plural**	**Singular**	**Plural**
Masculine	hu/su	həm	3	2	he	they
Feminine	hɔ/sɔ	həm	2	2	she	they

Name: Rahila Jan **Age: 6 yrs.**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	**Plural**	**Singular**	**Plural**	**Singular**	**Plural**
Masculine	hu/su	həm	3	2	he	they
Feminine	hɔ/sɔ	həm	2	2	she	they

ANALYSIS AND RESULT

While analyzing the above data for acquisition of Person Deixis by the Kashmiri - speaking children the following results, tabulated below, were found. The results have been extracted on the basis of percentage of usage of Person Deixis that is further depicted by the bar Figuregiven below the table.

The total number of person deixis present in the Audio-visuals that were administered to the children was as follows:

Gender Marker	Person Deixis		Total no. of person deixis		Gloss	
	Singular	**Plural**	**Singular**	**Plural**	**Singular**	**Plural**
Masculine	hu/su	həm	4	3	he	they
Feminine	hɔ/sɔ	həm	3	5	she	they

Therefore, a total number of 15 (4+3+3+5) person deixis were present in the Audio visuals administered to the children.

Therefore the mean value of frequency of utterances is:

Age	Mean of the Frequency of Utterance (Person Deixis)
4 yrs.	7.5
5 yrs.	7.7
6 yrs.	8.6

Now using the formula, $\% = \frac{M}{D} \times 100$ the following results are obtained.

Age	Percentage of Usage (Person Deixis)
4 yrs.	50
5 yrs.	51.33
6 yrs.	57.33

Table 1: Percentage of usage of Person Deixis against age

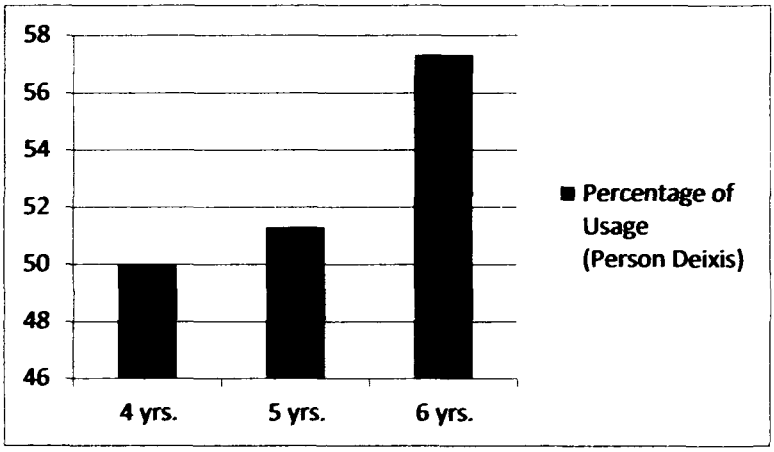


Figure 1: Percentage of usage of Person Deixis against age

Thus the result, as seen in the analysis table and theFigure, is that there is anincreasing trend of the usage of spatial deixis from 4 years age to 6 years of age.

SECTION - II

SPATIAL DEIXIS VERSUS AGE

The following tablesof data read the frequency of utterances of Spatial Deixis by Kashmir speaking children. Each table bears the name of informant and the corresponding age.

Name: Saima Jan **Age: 4 yrs.**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
ji/jəṯəṯ	hu/həṯəṯ	2	5	here	there
jiki	hokja	3	3	here	there

Name: Muskan **Age: 4 yrs.**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
ji/jəṯəṯ	hu/həṯəṯ	2	4	here	there
jikja	hokja	1	2	here	there

Name: Sulaiman **Age: 4 yrs.**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
ji/jəṯəṯ	hu/həṯəṯ	1	4	here	there
jikja	hukja	2	3	here	there

Name: Shugufta Fayaz **Age: 4 yrs.**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
jɨ/jət̪ət̪	hu/hət̪ət̪	1	2	here	there
jɨkja	----------	1	0	here	there

Name: Ibraheem Gul **Age: 4 yrs.**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
jɨ/jət̪ət̪	hu/hət̪ət̪	1	2	here	there
jɨk	hot̪ət	2	2	here	there

Name: Insha Ayaz **Age: 4 yrs.**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
----------	hu	0	2	here	there
jɨkja	hor	1	0	here	there

Name: Beenish Fahad **Age: 5 yrs.**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
jɨ/jət̪ət̪	hu/hət̪ət̪	2	4	here	there
jɨkja	hɔkja	3	3	here	there

Name: Rumaisa **Age: 5 yrs.**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
ji/jət̪ət̪	hu/hət̪ət̪	3	5	here	there
jikja	hɔkja	4	3	here	there

Name: Umar **Age: 5 yrs.**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
ji/jət̪ət̪	hu/hət̪ət̪	3	5	here	there
jikja	hɔkja	3	3	here	there

Name: Rouf **Age: 5 yrs.**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
ji/jət̪ət̪	hu/hət̪ət̪	3	4	here	there
jikja	hɔkja	2	3	here	there

Name: Suvaid **Age: 5 yrs.**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
ji/jət̪ət̪	hu/hət̪ət̪	3	4	here	there
jikja	hɔkja	3	3	here	there

Name: Maerajudin **Age: 5 yrs.**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
jɨ/jəʈəʈ	hu/həʈəʈ	3	4	here	there
jɨkja	hɔkja	2	3	here	there

Name: Ubaidullah **Age: 6 yrs.**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
jɨ/jəʈəʈ	hu/həʈəʈ	3	5	here	there
jɨkja	hɔkja	4	3	here	there

Name: Iliyas Ahmad **Age: 6 yrs.**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
jɨ/jəʈəʈ	hu/həʈəʈ	3	5	here	there
jɨkja	hɔkja	4	3	here	there

Name: Shahzeb Mir **Age: 6 yrs.**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
jɨ/jəʈəʈ	hu/həʈəʈ	3	4	here	there
jɨkja	hɔkja	4	3	here	there

Name: Prince Gulrez **Age: 6 yrs.**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
jɨ/jət̪ət̪	hu/hət̪ət̪	3	4	here	there
jɨkja	hɔkja	3	3	here	there

Name: Sameera Bano **Age: 6 yrs.**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
jɨ/jət̪ət̪	hu/hət̪ət̪	2	5	here	there
jɨkja	hɔkja	4	3	here	there

Name: Anisa Mir **Age: 6 yrs.**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
jɨ/jət̪ət̪	hu/hət̪ət̪	3	5	here	there
jɨkja	hɔkja	4	3	here	there

Name: Muntasha **Age: 6 yrs.**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
jɨ/jət̪ət̪	hu/hət̪ət̪	3	5	here	there
jɨkja	hɔkja	4	3	here	there

Name: Rahila Jan **Age: 6 yrs.**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
ji/jət̪ət̪	hu/hət̪ət̪	3	5	here	there
jɨkja	hɔkja	4	3	here	there

ANALYSIS AND RESULT

While analyzing the above data for the acquisition of Spatial Deixis by the Kashmiri-speaking children against their corresponding age, the following results were found. The results have been extracted in terms of percentage of usage of Spatial Deixis and are depicted in theFigure2.

The total number of SpatialDeixis present in the Audio-visuals that were administered to the children was as follows:

Spatial Deixis		Total no. of spatial deixis		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
ji/jət̪ət̪	hu/hət̪ət̪	4	5	here	there
jɨkja	hɔkja	5	4	here	there

Therefore, a total number of 18 (4+5+5+4) spatial deixis were present in the Audio visuals administered to the children. The following table is a result of percentage of usage of spatial deixis by the children under study.

Therefore the mean value of frequency of utterance of spatial deixis is given below:

Age	Mean of the Frequency of Utterance (Spatial Deixis)
4 yrs.	7.6
5 yrs.	13
6 yrs.	14.4

Now using the formula,$\% = \frac{M}{D} \times 100$ the following results are obtained.

Age	Percentage of usage (Spatial Deixis)
4 yrs.	42.2
5 yrs.	72.2
6 yrs.	80

Table2: Percentage of usage of Spatial Deixis against age.

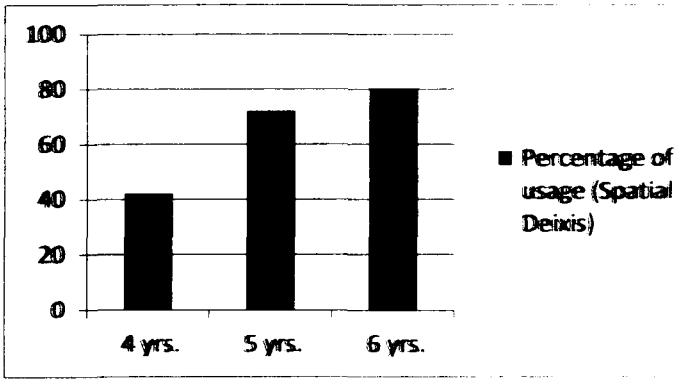


Figure 2: Percentage of usage of Spatial Deixis against age.

As depicted by Figure2 there is an increasing trend of the usage of spatial deixis from 4 years to 6 years of age. This means the children older in age use more spatial deictic terms than the children younger in age.

SECTION - III

TEMPORAL DEIXIS VERSUS AGE

The frequency of utterances of temporal deixis is enumerated in the following tables against the name and age of the children under study. The data further reads the types of temporal deixis present in Kashmiri Language. Just below the tabulated data is given the analysis and results found. The Analysis and results are given again in the shape of a table pertaining to which is a bar diagram describing the analysis.

Name: Saima Jan **Age: 4 yrs.**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pət̪ə	2	4	now	then
əz	pəgəh	1	1	today	tomorrow

Name: Muskan **Age: 4 yrs.**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pət̪ə	3	4	now	then
əz	pəgəh	2	0	today	tomorrow

Name: Sulaiman **Age: 4 yrs.**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pəʈə	3	3	now	then
əz	pəgəh	2	1	today	tomorrow

Name: Shugufta **Age: 4 yrs.**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pəʈə	3	4	now	then
əz	pəgəh	2	1	today	tomorrow

Name: Ibraheem Gul **Age: 4 yrs.**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pəʈə	2	4	now	then
adʒ	pəgəh	2	1	today	tomorrow

Name: Insha Ayaz **Age: 4 yrs.**

Utterance		Actual Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wəni	pəʈə	3	4	now	then
adʒ	ubas	1	1	today	tomorrow

Name: Benish Fahad **Age: 5 yrs.**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pəʈə	4	6	now	then
əz	pəgəh	3	2	today	tomorrow

Name: Rumaisa **Age: 5 yrs.**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pəʈə	4	5	now	then
əz	pəgəh	3	2	today	tomorrow

Name: Umar **Age: 5 yrs.**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pəʈə	4	6	now	then
əz	pəgəh	3	2	today	tomorrow

Name: Rouf **Age: 5 yrs.**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pət̪ə	4	5	now	then
əz	pəgəh	3	2	today	tomorrow

Name: Suvaid **Age: 5 yrs.**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pət̪ə	4	6	now	then
əz	pəgəh	3	2	today	tomorrow

Name: Maerajudin **Age: 5 yrs.**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pət̪ə	4	6	now	then
əz	pəgəh	3	2	today	tomorrow

Name: Ubaidullah **Age: 6 yrs.**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pət̪ə	4	6	now	then
əz	pəgəh	3	2	today	tomorrow

Name: Iliyas Ahmad **Age: 6 yrs.**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pəʈə	4	6	now	then
əz	pəgəh	3	2	today	tomorrow

Name: Shahzeb Mir **Age: 6 yrs.**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pəʈə	4	6	now	then
əz	pəgəh	3	1	today	tomorrow

Name: Prince Gulrez **Age: 6 yrs.**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wəni	pəʈə	4	6	now	then
ez	pəgəh	3	2	today	tomorrow

Name: Sameera Bano **Age: 6 yrs.**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pət̪ə	4	6	now	then
ez	pəgəh	3	2	today	tomorrow

Name: Anisa Mir **Age: 6 yrs.**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pət̪ə	4	6	now	then
əz	pəgəh	3	2	today	tomorrow

Name: Muntasha **Age: 6 yrs.**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pət̪ə	4	6	now	then
əz	pəgəh	3	2	today	tomorrow

Name: Rahila Jan **Age: 6 yrs.**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wəni	pət̪ə	4	5	now	then
az	pəgəh	3	2	today	tomorrow

ANALYSIS AND RESULT

While analyzing the above data for the acquisition of Temporal Deixis uttered by the Kashmiri - speaking childrenunder study, the following results were found and tabulated. The results have been extracted in terms of percentage of usage of Temporal Deixis which are further depicted by the bar Figure given below the result table.

The total number of the temporal deixis present in the Audio-visuals that were administered to the children was as follows:

Temporal Deixis		**Total no. of Temporal Deixis**		**Gloss**	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wəni	pəʈə	5	8	now	then
az	pəgəh	3	3	today	tomorrow

Therefore, a total number of 19 (5+8+3+3) temporal deixis were present in the Audio visuals administered to the children. The following table is a result of percentage of usage of temporal deixis by the children under study.

Therefore the mean value of frequency of utterances is:

Age	**Mean of the Frequency of Utterance (Temporal Deixis)**
4 yrs.	9
5 yrs.	14.7
6 yrs.	14.75

Now using the formula,% $= \frac{M}{D} \times 100$ the following results are obtained.

Age	Percentage of usage (Temporal Deixis)
4 yrs.	47.4
5 yrs.	77.2
6 yrs.	77.6

Table 3: Percentage of usage of Temporal Deixis against age.

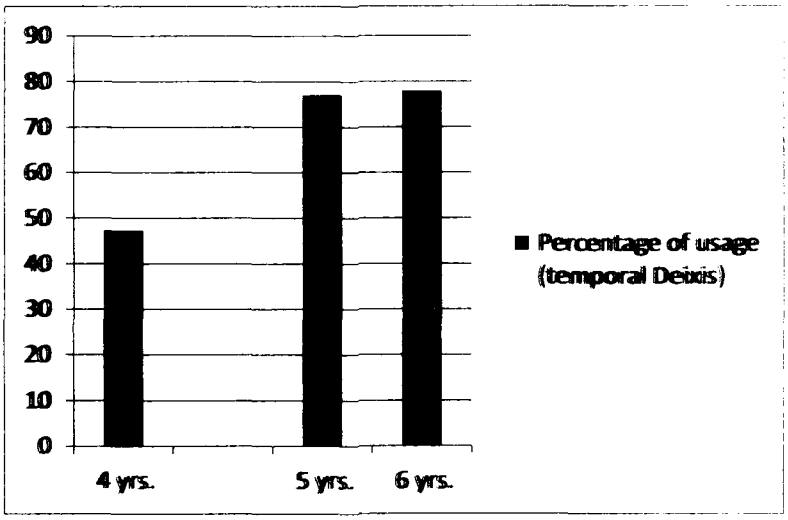


Figure 3: Percentage of usage of Temporal Deixis against age.

The bar Figure depicts that there is anincreasing trend of usage of temporal deixis from 4 years age to 6 years age which means that the children with 4 years of age use less temporal deictic expressions than those of 5 and 6 years age.

Chapter-3

The study of Deixis on the Basis of Biological Gender

This chapter is based on analysis and interpretation of the data, collected from Kashmiri speaking children of 4-6 years of age, on the basis of their biological gender. As gender is the range of characteristics pertaining to, and differentiating between; masculinity and femininity of a population and one's biological gender is directly tied to specific social roles and expectations therefore gender difference has a great role in serving as a variable in social science research. In linguistic research, in particular, it is a variable of tremendous importance because we cannot ignore that females are often more expressive and intuitive in their communication, while males tend to be instrumental and competitive. Keeping in view the gender roles we cannot ignore that the gender roles include attitudes, actions, and personality traits associated with a particular gender within a culture and within a certain speech community. Therefore the gender differences have a good impact on linguistic research as far as the communication is concerned. Keeping this in view, the data has been analyzed and interpreted for both female and male informants. Although, in the universe of the present study the informants were children but we cannot ignore the biological orientation of the informants for our research purpose.

The whole of the data given in the subsequent pages of this chapter reads the frequency of utterances for different deictic expressions by the children under study that has been given here in three different sections numbered I, II and III for Person, Spatial and Temporal deixis types respectively. In order to find the orders and trends in their acquisition of different types of deictic expressions the whole of the data has been analyzed and the results have been calculated in terms of percentage of usage of certain deictic types by the children of certain age. In

order to calculate the percentage of usage of various deictic terms by the children, a mean value of the frequency of usage of the different deictic types has been calculated then a general formula; that equates the result(s) between the ratio of total mean of utterances of a deixis type uttered by the children to total number of deictic expressions present in the test or the audio visuals administered. The formula used to calculate the result can be represented by the following equations:

$$Mean\ (M) = \frac{Sum\ of\ frequencies\ of\ Utterances\ (\sum)}{Number\ of\ Children \quad (n)}$$

$$\Rightarrow \qquad M = \frac{\Sigma}{n}$$

Now, after calculating the mean value of the deixis uttered by the children, the percentage of usage of utterance of a certain deixis type by the children under study will be given by the following formula:

$$Percentage\ (\%) = \frac{\text{Mean Value of the Frequency of Deixis(M)}}{\text{Total Number of Deixis Present in the Text(D)}} \times 100$$

$$\Rightarrow \quad \% = \frac{M}{D} \times 100$$

For each type of the deictic expression the relevant analysis has been carried out which is given in the form of tables at the end of the relevant data and also, the result has been analyzed on bar graphs that follow the analysis tables.

SECTION - I

FEMALE INFORMANTS VS PERSON DEIXIS

The following tables read the data pertaining to the utterances of person deixis by female informants. Prior to each table the name of the informant and the type of deixis uttered, has been given.

Name: SameeraBano **Deixis Type: Person Deixis**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	hʊm	3	1	he	they
Feminine	hɔ/sɔ	hʊm	2	1	she	they

Name: Anisa Mir **Deixis Type: Person Deixis**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	3	2	he	they
Feminine	hɔ/sɔ	həm	2	2	she	they

Name: Muntasha **Deixis Type: Person Deixis**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	3	2	he	they
Feminine	hɔ/sɔ	həm	2	2	she	they

Name: Rahila Jan **Deixis Type: Person Deixis**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	3	2	he	they
Feminine	hɔ/sɔ	həm	2	2	she	they

Name: InshaAyaz **Deixis Type: Person Deixis**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	2	2	he	they
Feminine	hu/su	həmi	2	1	she	they

Name: BeenishFahad **Deixis Type: Person Deixis**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	3	2	he	they
Feminine	hɔ/sɔ	həm	2	2	she	they

Name: Rumaisa **Deixis Type: Person Deixis**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	3	2	He	They
Feminine	hɔ/sɔ	həm	2	2	She	They

Name: SuguftaFayaz **Deixis Type: Person Deixis**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	2	1	He	They
Feminine	hə/sə	həm	2	1	She	They

Name: Saima Jan **Deixis Type: Person Deixis**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	3	2	He	They
Feminine	hə/sə	həm	2	2	She	They

Name: Muskan **Deixis Type: Person Deixis**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	3	2	he	they
Feminine	hə/sə	həm	1	1	she	they

MALE INFORMANTS VERSUS PERSON DEIXIS

The following tables read the data pertaining to the utterances of person deixis by male informants. Prior to each table the name of the informant and the type of deixis uttered, has been given.

Name: Sulaiman **Deixis: Person Deixis**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	2	2	he	they
Feminine	hu/su	həm	2	1	she	they

Name: IbraheemGul **Deixis Type: Person Deixis**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	3	2	he	they
Feminine	hɔ/sɔ	həm	2	2	she	they

Name: Umar **Deixis Type: Person Deixis**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	2	2	he	they
Feminine	hɔ/sɔ	həm	2	1	she	they

Name: Rouf **Deixis Type: Person Deixis**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	3	2	he	they
Feminine	hɔ/sɔ	həm	2	2	she	they

Name: Suvaid **Deixis Type: Person Deixis**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	1	1	he	they
Feminine	----	------	0	0	she	they

Name: Maerajuddin **Deixis Type: Person Deixis**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	3	2	he	they
Feminine	hɔ/sɔ	həm	2	2	she	they

Name: Ubaidullah **Deixis Type: Person Deixis**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	3	2	he	they
Feminine	hɔ/sɔ	həm	2	2	she	they

Name: Iliyas Ahmad **Deixis Type: Person Deixis**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	3	2	he	they
Feminine	hɔ/sɔ	həm	2	2	she	they

Name: Shahzeb Mir **Deixis Type: Person Deixis**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	3	2	he	they
Feminine	hɔ/sɔ	həm	2	2	she	they

Name: Prince Gulrez **Deixis Type: Person Deixis**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	3	2	he	they
Feminine	hɔ/sɔ	hʊm	2	1	she	they

ANALYSIS AND RESULTS

The analysis and the results of the above data for acquisition of person deixis by the Kashmiri - speaking children (on the basis of their biological orientation or gender) are given in the table below. The results have been extracted on the basis of percentage of usage of person deixis that is further depicted in figure 4.

The total number of person deixis present in the audio-visuals that were administered to the children was as follows:

Gender Marker	Person Deixis		Total no. of person deixis		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	4	3	he	they
Feminine	hɔ/sɔ	həm	3	5	she	they

Therefore, a total number of 15 (4+3+3+5) person deixis were present in the Audio visuals administered to the children.

The mean value of frequency of utterances of person deixis in male and female children is as follows:

Gender (of the informant)	Mean of the Frequency of Utterance (Person Deixis)
Female	8.2
Male	7.8

Now using the formula,$\% = \frac{M}{D} \times 100$ the following results are obtained.

Gender (of the informant)	Percentage of Usage (Person Deixis)
Female	54.67
Male	52

Table 4: Percentage of usage of person deixis by female and male children

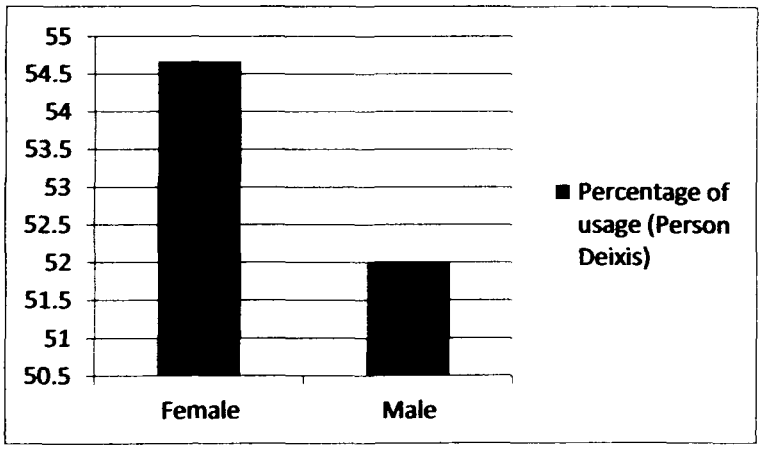


Figure 4: Percentage of usage of person deixis vs. biological gender

As depicted by the result's table and the analysis graph, the percentage usage of person deixis for the children with male orientation is less than that of the females. The difference in the amount of usage of person deixis is between the two is 2.67%.

SECTION – II

This section reads the data pertaining to the frequency of utterances of spatial deixis by female and male informants respectively. At the end of this section, the result's table has been given with the corresponding bar graph.

FEMALE INFORMANTS VERSUS SPATIAL DEIXIS

The following tables read the data pertaining to the frequency of utterances of spatial deixis by female informants. Prior to each table the name of the informant and the type of deixis uttered, has been given

Name: Saima Jan **Deixis Type: Spatial Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
ji/jəʈəʈ	hu/həʈəʈ	2	5	here	there
jiki	hokja	3	3	here	there

Name: Muskan **Deixis Type: Spatial Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
ji/jəʈəʈ	hu/həʈəʈ	2	4	here	there
jikja	hokja	1	2	here	there

Name: ShuguftaFayaz **Deixis Type: Spatial Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
ji/jət̪ət̪	hu/hət̪ət̪	1	2	here	there
jikja	----------	1	0	here	there

Name: InshaAyaz **Deixis Type: Spatial Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
----------	hu	0	2	here	there
jikja	hor	1	0	here	there

Name: BeenishFahad **Deixis Type: Spatial Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
ji/jət̪ət̪	hu/hət̪ət̪	2	4	here	there
jikja	hɔkja	1	2	here	there

Name: Rumaisa **Deixis Type: Spatial Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
jɨ/jət̪ət̪	hu/hət̪ət̪	3	5	here	there
jɨkja	hɔkja	4	3	here	there

Name: SameeraBano **Deixis Type: Spatial Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
jɨ/jət̪ət̪	hu/hət̪ət̪	2	5	here	there
jɨkja	hɔkja	4	2	here	there

Name: Anisa Mir **Deixis Type: Spatial Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
jɨ/jət̪ət̪	hu/hət̪ət̪	3	4	here	there
jɨkja	hɔkja	4	3	here	there

Name: Muntasha **Deixis Type: Spatial Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
jɨ/jət̪ət̪	hu/hət̪ət̪	0	4	here	there
jɨkja	hɔkja	1	3	here	there

Name: Rahila Jan **Deixis Type: Spatial Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
jɨ/jət̪ət̪	hu/hət̪ət̪	3	3	here	there
jɨkja	hɔkja	4	2	here	there

MALE INFORMANTS VERSUS SPATIAL DEIXIS

The following tables read the data pertaining to the utterances of spatial deixis by male informants. Prior to each table the name of the informant and the type of deixis uttered, has been given.

Name: Sulaiman **Deixis Type: Spatial Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
jɨ/jət̪ət̪	hu/hɔt̪ɔt̪	1	4	here	there
jɨkja	hukja	2	3	here	there

Name: IbraheemGul **Deixis Type: Spatial Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
jɨ/jət̪ət̪	hu/hət̪ət̪	1	2	here	there
jɨk	hot̪ət	2	2	here	there

Name:Umar **Deixis Type: Spatial Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
jɨ/jət̪ət̪	hu/hət̪ət̪	3	5	here	there
jɨkja	hɔkja	3	3	here	there

Name:Rouf **Deixis Type: Spatial Deixis**

Utterance		*Frequency of Utterance*		*Gloss*	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
jɨ/jət̪ət̪	hu/hət̪ət̪	3	4	here	there
jɨkja	hɔkja	2	3	here	there

Name: Suvaid **Deixis Type: Spatial Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
jɨ/jət̪ət̪	hu/hət̪ət̪	3	4	here	there
jɨkja	hɔkja	3	3	here	there

Name: Maerajudin **Deixis Type: Spatial Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
jɨ/jət̪ət̪	hu/hət̪ət̪	3	4	here	there
jɨkja	hɔkja	2	3	here	there

Name: Ubaidullah **Deixis Type: Spatial Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
jɨ/jət̪ət̪	hu/hət̪ət̪	3	5	here	there
jɨkja	hɔkja	4	3	here	there

Name: Iliyas Ahmad **Deixis Type: Spatial Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
jɨ/jət̪ət̪	hu/hət̪ət̪	3	5	here	there
jɨkja	hɔkja	4	3	here	there

Name: Shahzeb Mir **Deixis Type: Spatial Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
ji/jət̪ət̪	hu/hət̪ət̪	3	4	here	there
jɨkja	hɔkja	4	3	here	there

Name: Prince Gulrez **Deixis Type: Spatial Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
ji/jət̪ət̪	hu/hət̪ət̪	3	4	here	there
jɨkja	hɔkja	3	3	here	there

ANALYSIS AND RESULTS

The analyses of the above data for acquisition of spatial deixis by the Kashmiri - speaking children (on the basis of their biological orientation or gender) the following results, given below in the table, were found. The results have been extracted on the basis of percentage of usage of spatial deixis that is further depicted by the bar graph given.

The total number of spatial deixis present in the audio-visuals that were administered to the children was as follows:

Spatial Deixis		**Total no. of spatial deixis**		**Gloss**	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
ji/jət̪ət̪	hu/hət̪ət̪	4	5	here	there
jikja	hɔkja	5	4	here	there

Therefore, a total number of 18 (4+5+5+4) spatial deixis were present in the Audio visuals administered to the children.

Now the mean value of frequency of utterances is:

Gender (of the informant)	**Mean of the Frequency of Utterance (Spatial Deixis)**
Female	10
Male	12.5

Now using the formula, $\% = \frac{M}{D} \times 100$ the following results are obtained.

Gender (of the informant)	**Percentage of Usage (Spatial deixis)**
Female	55.56
Male	69.44

Table 5: **Percentage of usage of Spatial Deixis vs. biological gender.**

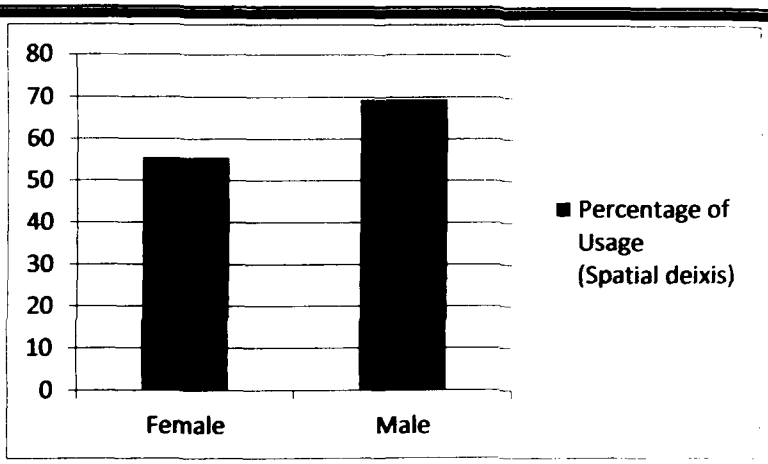


Figure 5: Percentage of usage of spatial deixis vs. biological gender.

It is seen from the above bar graph that the percentage of usage of spatial deixis is greater in male informants as compared to those having female gender.

SECTION – III

FEMALE INFORMANTS VERSUSTEMPORAL DEIXIS

The following tables contain the data pertaining to the utterances of temporal or time deixis by female informants. Prior to each table the name of the informant and the type of deixis uttered, has been given.

Name: Saima Jan **Deixis Type: Temporal Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pəʈə	2	4	now	then
əz	pəgəh	1	1	today	tomorrow

Name: Muskan **Deixis Type: Temporal Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pəʈə	3	4	now	then
əz	pəgəh	2	0	today	tomorrow

Name: Shugufta **Deixis Type: Temporal Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pəʈə	3	4	now	then
əz	pəgəh	2	1	today	tomorrow

Name: InshaAyaz **Deixis Type: Temporal Deixis**

Utterance		Actual Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wəni	pəʈə	3	4	now	then
adʒ	Ubas	1	1	today	tomorrow

Name: BenishFahad **Deixis Type: Temporal Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pəʈə	4	6	now	then
əz	pəgəh	3	2	today	tomorrow

Name: Rumaisa **Deixis Type: Temporal Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pəʈə	4	5	now	then
əz	pəgəh	3	2	today	tomorrow

Name: SameeraBano **Deixis Type: Temporal Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pəʈə	4	6	now	then
ez	pəgəh	3	2	today	tomorrow

Name: Anisa Mir **Deixis Type: Temporal Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pət̪ə	4	6	now	then
əz	pəgəh	3	2	today	tomorrow

Name: Muntasha **Deixis Type: Temporal Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pət̪ə	4	6	now	then
əz	pəgəh	3	2	today	tomorrow

Name: Rahila Jan **Deixis Type: Temporal Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wəni	pət̪ə	4	5	now	then
az	pəgəh	3	2	today	tomorrow

MALE INFORMANTS VERSUSTEMPORAL DEIXIS

The following tables contain the data pertaining to the utterances of temporal or time deixis by male informants. Prior to each table, as above, the name of the informant and the type of deixis uttered has been given.

Name: Sulaiman **Deixis Type: Temporal Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pəʈə	3	3	now	then
əz	pəgəh	2	1	today	tomorrow

Name: IbraheemGul **Deixis Type: Temporal Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pəʈə	2	4	now	then
adʒ	pəgəh	2	1	today	tomorrow

Name: Umar **Deixis Type: Temporal Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pəʈə	4	6	now	then
əz	pəgəh	3	2	today	tomorrow

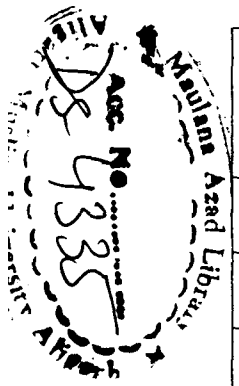
Name: Rouf **Deixis Type: Temporal Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pəʈə	4	5	now	then
əz	pəgəh	3	2	today	tomorrow

Name: Sarvaid **Deixis Type: Temporal Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pəʈə	4	6	now	then
əz	pəgəh	3	2	today	tomorrow

Name: Maerajudin **Deixis Type: Temporal Deixis**



Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pəʈə	4	6	now	then
əz	pəgəh	3	2	today	tomorrow

Name: Ubaidullah **Deixis Type: Temporal Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pəʈə	4	6	now	then
əz	pəgəh	3	2	today	tomorrow

Name: Iliyas Ahmad **Deixis Type: Temporal Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pəʈə	4	6	now	then
əz	pəgəh	3	2	today	tomorrow

Name: Shahzeb Mir **Deixis Type: Temporal Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pəṯə	4	6	now	then
əz	pəgəh	3	1	today	tomorrow

Name: Prince Gulrez **Deixis Type: Temporal Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wəni	pəṯə	4	6	now	then
ez	pəgəh	3	2	today	tomorrow

ANALYSIS AND RESULTS

The analyses of the above data for acquisition of temporal deixis by the Kashmiri - speaking children (on the basis of their biological orientation or gender) the following results, given below in the table, were found. The results have been extracted on the basis of percentage of usage of spatial deixis that is further depicted by the bar graph given after the result's table.

The total number of spatial deixis present in the audio-visuals that were administered to the children was as follows:

Temporal Deixis		Total no. of temporal deixis		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wəni	pət̪ə	5	8	now	then
ez	pəgəh	3	3	today	tomorrow

Hence, a total number of 19 (5+8+3+3) temporal deixis were present in the audio visuals administered to the children.

Now, the mean value of frequency of utterances is:

Gender (of the informant)	Mean of the Frequency of Utterance (Temporal Deixis)
Female	12.5
Male	13.7

Now using the formula,$\% = \frac{M}{D} \times 100$ the following results are obtained.

Gender (of the informant)	Percentage of Usage (Temporal Deixis)
Female	65.8
Male	72.10

Table 6: Percentage of usage of temporal deixis vs. biological gender.

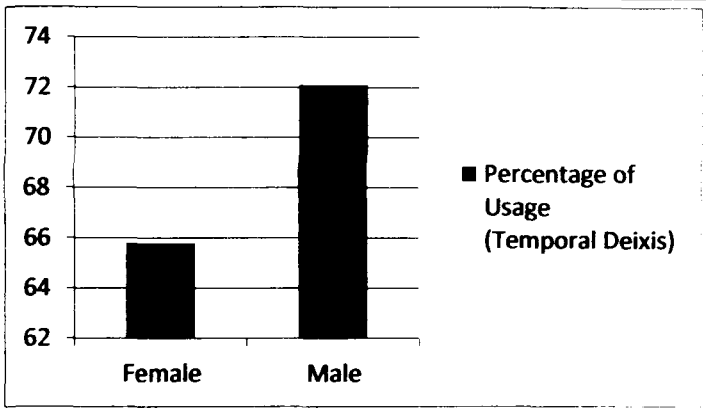


Figure 6: Percentage of usage of temporal deixis vs. biological gender.

The bar graph and the result's table depicts that the percentage of usage of temporal deixis is greater in case of male informants than those of female informants. In other words, the girls used temporal deictic expressions lesser than those of the boys.

Chapter-4

The study of Deixis on the Basis of Literary Background

The effect of family background on first language acquisition of a child cannot be undermined. Hence, in the present study the effect of familial literacy has been taken into account as a variable for the study of deixis. Also,exposure is a most important factor for language acquisition, and it may take many forms viz. family status, family structure and family education etc. The technology of language acquisition of illiterate individuals, for example, is lower in comparison with literate or educated individuals (Dustman, 1997).Thus if a child is nourished in an illiterate family then the technology of language acquisition will be lower than that of being brought up in a literate family.

This chapter is based on analysis and interpretation of the data,regarding the acquisition of different deictic expressions, collected from Kashmiri speaking children of 4-6 years of age on the basis of familial literacy. The whole of the datais given in the form of tables that read the frequency of utterances for deictic expressions by the children or informants under study that has been given here in three different sections numbered I, II and III for Person, Spatial and Temporal deixis types respectively. The whole of the data has been analyzed and the results have been calculated in terms of percentage of usage of deictic types by the children of certain family backgroundin order to find the orders and trends in their acquisition of different types of deictic expressions.

To find the results in their acquisition of different types of deictic expressions the whole of the data has been analyzed and the results have been calculated in terms of percentage of usage of certain deictic types by the children on the basis of their family background.In order to calculate the percentage of usage of various deictic terms by the children, a mean value of the frequency of usage of the different deictic

types has been calculated then a general formula that equates the result(s) between the ratio of total mean of utterances of a deixis type uttered by the children to total number of deictic expressions present in the test or the audio visuals administered. The formula used to calculate the result can be represented by the following equations:

$$Mean\ (M) = \frac{Sum\ of\ frequencies\ of\ Utterances\ (\sum)}{Number\ of\ Children \quad (n)}$$

$$\Rightarrow \qquad M = \frac{\Sigma}{n}$$

Now, after done with calculating the mean value of the deixis uttered by the children, the percentage of usage of utterance of a certain deixis type by the children under study will be given by the following formula:

$$\text{Percentage } (\%) = \frac{\text{Mean Value of the Frequency of Deixis(M)}}{\text{Total Number of Deixis Present in the Text(D)}} \times 100$$

$$\Rightarrow \quad \% = \frac{M}{D} \times 100$$

The relevant analysis has been carriedout,for each type of the deictic expression, which is further given in the form of tables at the end of the relevant data and also the result has been analyzed on bar graphs that follow the analysis tables.

SECTION – I

STUDY OF PERSON DEIXIS IN CHILDREN FROM LITERATE FAMILIES

The following tables contain the data collected from the children who hail from literate family background. Each table follows the name of the informants and that of the deictic expression. It reads name of the informant as 'Name' and that of corresponding deictic expression uttered as 'Deixis Type'.

Name: Saima Jan **Deixis Type: Person Deixis**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	3	2	he	they
Feminine	hə/sə	həm	2	2	she	they

Name: Muskan **Deixis Type: Person Deixis**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	3	2	he	they
Feminine	hə/sə	həm	1	1	she	they

Name: Ibraheem Gul **Deixis Type: Person Deixis**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	3	2	he	they
Feminine	hɔ/sɔ	həm	2	2	she	they

Name: BeenishFahad **Deixis Type: Person Deixis**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	3	2	he	they
Feminine	hɔ/sɔ	həm	2	2	she	they

Name: Suvaid **Deixis Type:Person Deixis**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	1	1	he	they
Feminine	----	------	0	0	she	they

Name: Maerajuddin **Deixis Type:Person Deixis**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	3	2	he	they
Feminine	hɔ/sɔ	həm	2	2	she	they

Name: Ubaidullah **Deixis Type:Person Deixis**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	3	2	he	they
Feminine	hɔ/sɔ	həm	2	2	she	they

Name: Shahzeb Mir **Deixis Type:Person Deixis**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	3	2	he	they
Feminine	hɔ/sɔ	həm	2	2	she	they

Name: AnisaMir **Deixis Type:Person Deixis**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	**Plural**	**Singular**	**Plural**	**Singular**	**Plural**
Masculine	hu/su	həm	3	2	he	they
Feminine	hɔ/sɔ	həm	2	2	she	they

Name: Rahila Jan **Deixis Type:Person Deixis**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	**Plural**	**Singular**	**Plural**	**Singular**	**Plural**
Masculine	hu/su	həm	3	2	he	they
Feminine	hɔ/sɔ	həm	2	2	she	they

STUDY OF PERSON DEIXIS IN CHILDREN FROM ILLITERATE FAMILIES

The data given below in the form of tables reads the utterances of person deixis by the children hailing from illiterate family backgrounds. The data has been analyzed and the results are given below in the form of a table and a bar graph.

Name: Sulaiman **Deixis Type:Person Deixis**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	**Plural**	**Singular**	**Plural**	**Singular**	**Plural**

Masculine	hu/su	həm	2	2	he	they
Feminine	hu/su	həm	2	1	she	they

Name: SuguftaFayaz **Deixis Type:Person Deixis**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	**Plural**	**Singular**	**Plural**	**Singular**	**Plural**
Masculine	hu/su	həm	2	1	he	they
Feminine	hə/sə	həm	2	1	she	they

Name: InshaAyaz **Deixis Type:Person Deixis**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	**Plural**	**Singular**	**Plural**	**Singular**	**Plural**
Masculine	hu/su	həm	2	2	he	they
Feminine	hu/su	həmɨ	2	1	she	they

Name: Rumaisa **Deixis Type:Person Deixis**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	**Plural**	**Singular**	**Plural**	**Singular**	**Plural**
Masculine	hu/su	həm	3	2	he	they
Feminine	hɔ/sɔ	həm	2	2	she	they

Name: Umar **Deixis Type:Person Deixis**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	2	2	he	they
Feminine	hɔ/sɔ	həm	2	1	she	they

Name: Rouf **Deixis Type:Person Deixis**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	3	2	he	they
Feminine	hɔ/sɔ	həm	2	2	she	they

Name: Iliyas Ahmad **Deixis Type:Person Deixis**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	3	2	he	they
Feminine	hɔ/sɔ	həm	2	2	she	they

Name: Prince Gulrez **Deixis Type:Person Deixis**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	3	2	he	they
Feminine	hɔ/sɔ	hʊm	2	1	she	they

Name: SameeraBano **Deixis Type:Person Deixis**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	hʊm	3	1	he	they
Feminine	hɔ/sɔ	hʊm	2	1	she	they

Name: Muntasha **Deixis Type:Person Deixis**

Gender Marker	Utterance		Frequency of Utterance		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	3	2	he	they
Feminine	hɔ/sɔ	həm	2	2	she	they

ANALYSIS AND RESULTS

The following table and the graph reads and depicts the analysis of the percentage of usage of person deixis by Kashmiri - speaking children of 4-6 years age which belong to literate and illiterate family backgrounds.

The total number of person deixis present in the audio-visuals that were administered to the children at the time of data elicitation is as follows:

Gender Marker	Person Deixis		Total no. of person deixis		Gloss	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	hu/su	həm	4	3	he	they
Feminine	hɔ/sɔ	həm	3	5	she	they

Therefore, a total number of 15 (4+3+3+5) person deixis were present in the Audio visuals administered to the children.

Now, the mean value of frequency of utterances is:

Family Background (of the informant)	Mean of the Frequency of Utterance (Person Deixis)
Literate	8.1
Illiterate	7.8

Now using the formula,$\% = \frac{M}{D} \times 100$ the following results are obtained.

Family Background (of the informant)	Percentage of Usage (Person Deixis)
Literate	54
Illiterate	52

Table 7: Percentage usage of person deixis vs. family background.

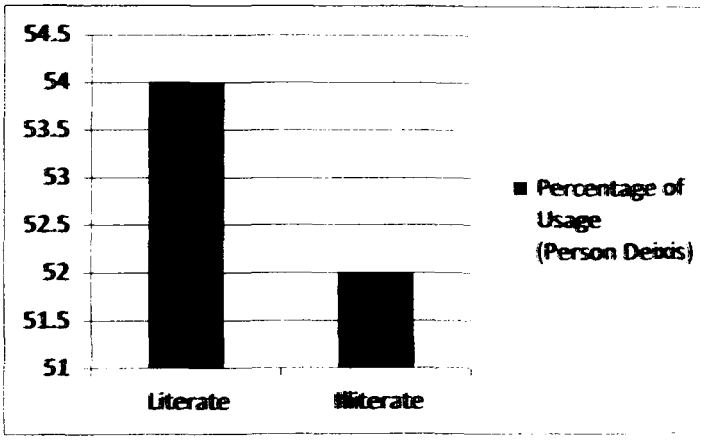


Figure 7: Percentage usage of person deixis vs. family background.

The bar graph, while analyzing the result of percentage of usage of person deixis by the children under study depicts a decrease from literate to illiterate bar fields. This implies that the usage of the person deixis is higher in the children hailing from literate families as compared to the children from illiterate family backgrounds.

SECTION – II

As has been described in the outset of this chapter, this section will read the recorded data on the basis of familial literacy andwill analyze the same for spatial deixis i.e. the section reads the data collected from the children, regarding spatial deixis, on the basis of their family background viz. literate and illiterate.

STUDY OF SPATIAL DEIXIS IN CHILDREN FROM LITERATE FAMILIES

In this part of the section- II, the data has been given again in the form of tables and each table reads the name of the informant and the type of deixis at the very outset.

Name: Saima Jan **Deixis Type: Spatial Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
ji/jət̪ət̪	hu/hət̪ət̪	2	5	here	there
jiki	hokja	3	3	here	there

Name: Muskan **Deixis Type: Spatial Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
ji/jət̪ət̪	hu/hət̪ət̪	2	4	here	there
jikja	hokja	1	2	here	there

Name:IbraheemGul **Deixis Type: Spatial Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
jɨ/jət̪ət̪	hu/hət̪ət̪	1	2	here	there
jɨk	hot̪ət	2	2	here	there

Name: BeenishFahad **Deixis Type: Spatial Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
jɨ/jət̪ət̪	hu/hət̪ət̪	2	4	here	there
jɨkja	hɔkja	3	3	here	there

Name: Suvaid **Deixis Type: Spatial Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
jɨ/jət̪ət̪	hu/hət̪ət̪	3	4	here	there
jɨkja	hɔkja	3	3	here	there

Name: Maerajudin **Deixis Type: Spatial Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
jɨ/jət̪ət̪	hu/hət̪ət̪	3	4	here	there
jɨkja	hɔkja	2	3	here	there

Name: Ubaidullah **Deixis Type: Spatial Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
jɨ/jət̪ət̪	hu/hət̪ət̪	3	5	here	there
jɨkja	hɔkja	4	3	here	there

Name: Shahzeb Mir **Deixis Type: Spatial Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
jɨ/jət̪ət̪	hu/hət̪ət̪	3	4	here	there
jɨkja	hɔkja	4	3	here	there

Name: Anisa Mir **Deixis Type: Spatial Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
ji/jət̪ət̪	hu/hət̪ət̪	3	5	here	there
jɨkja	hɔkja	4	3	here	there

Name: Rahila Jan **Deixis Type: Spatial Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
ji/jət̪ət̪	hu/hət̪ət̪	3	5	here	there
jɨkja	hɔkja	4	3	here	there

STUDY OF SPATIAL DEIXIS IN CHILDREN FROM ILLITERATE FAMILIES

In this part of the section- II, the data that has been collected from the children hailing from illiterate family backgrounds has been given in the form of tables and each table reads the name of the informant and the type of deixis at the very outset.

Name: Sulaiman **Deixis Type: Spatial Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
ji/jət̪ət̪	hu/hɔt̪ɔt̪	1	4	here	there
jɨkja	hukja	2	3	here	there

Name: ShuguftaFayaz **Deixis Type: Spatial Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
ji/jət̪ət̪	hu/hət̪ət̪	1	2	here	there
jikja	----------	1	0	here	there

Name: InshaAyaz **Deixis Type: Spatial Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
----------	hu	0	2	here	there
jikja	hor	1	0	here	there

Name: Rumaisa **Deixis Type: Spatial Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
ji/jət̪ət̪	hu/hət̪ət̪	3	5	here	there
jikja	hɔkja	4	3	here	there

Name: Umar **Deixis Type: Spatial Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
ji/jət̪ət̪	hu/hət̪ət̪	3	5	here	there
jɨkja	hɔkja	3	3	here	there

Name: Rouf **Deixis Type: Spatial Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
ji/jət̪ət̪	hu/hət̪ət̪	3	4	here	there
jɨkja	hɔkja	2	3	here	there

Name: Iliyas Ahmad **Deixis Type: Spatial Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
ji/jət̪ət̪	hu/hət̪ət̪	3	5	here	there
jɨkja	hɔkja	4	3	here	there

Name: Prince Gulrez **Deixis Type: Spatial Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
jɨ/jət̪ət̪	hu/hət̪ət̪	3	4	here	there
jɨkja	hɔkja	3	3	here	there

Name: SameeraBano **Deixis Type: Spatial Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
jɨ/jət̪ət̪	hu/hət̪ət̪	2	5	here	there
jɨkja	hɔkja	4	3	here	there

Name: Muntasha **Deixis Type: Spatial Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
jɨ/jət̪ət̪	hu/hət̪ət̪	3	5	here	there
jɨkja	hɔkja	4	3	here	there

ANALYSIS AND RESULTS

After theanalysis of the above data for acquisition of spatial deixis by the Kashmiri - speaking children (on the basis of their family background) the following results, given below in the table, were found. The results have been extracted on the basis of percentage of usage of spatial deixis that is further depicted by the bar graph given.

The total number of spatial deixis present in the audio-visuals that were administered to the children was as follows:

Spatial Deixis		**Total no. of spatial deixis**		**Gloss**	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
ji/jətət̪	hu/hət̪ət̪	4	5	here	there
jɨkja	hɔkja	5	4	here	there

Therefore, a total number of 18 (4+5+5+4) spatial deixis were present in the audio visuals administered to the children.

Therefore the mean value of frequency of utterances is:

Family Background (of the informant)	**Mean of the Frequency of Utterance (Spatial Deixis)**
Literate	12.5
Illiterate	11.5

Now using the formula,% $= \frac{M}{D} \times 100$ the following results are obtained.

Family background (of the informants)	**Percentage of Usage (Spatial Deixis)**
Literate	69.4
Illiterate	63.8

Table 8: Percentage usage of spatial deixis vs. family background.

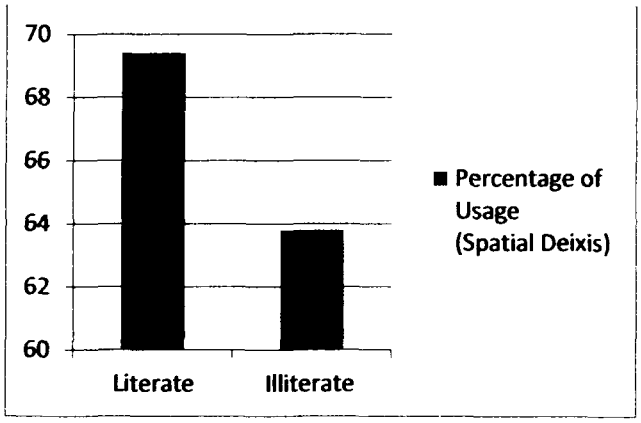


Figure 8: Percentage usage of spatial deixis vs. family background.

Here, in this section the results and the corresponding bar graph show that there is a decreasing trend in the usage of Spatial Deixis by the children hailing from literate to illiterate family backgrounds, respectively.

SECTION – III

This section will read the recorded data on the basis of familial literacy and will analyze the same for temporal deixis i.e. the section reads the data collected from the children, regarding temporal deixis, on the basis of their family background viz. literate and illiterate.

STUDY OF TEMPORAL DEIXIS IN CHILDREN FROM LITERATE FAMILY BACKGROUNDS

This part of the section- III, deals with the data that has been collected from the children hailing from illiterate family backgrounds has been given in the form of tables and each table reads the name of the informant and the type of deixis at the very outset.

Name: Saima Jan **Deixis Type: Temporal Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pət̪ə	2	4	now	then
əz	pəgəh	1	1	today	tomorrow

Name: Muskan **Deixis Type: Temporal Deixis.**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pət̪ə	3	4	now	then
əz	pəgəh	2	0	today	tomorrow

Name: IbraheemGul **Deixis Type: Temporal Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pət̪ə	2	4	now	then
adʒ	pəgəh	2	1	today	tomorrow

Name: BenishFahad **Deixis Type: Temporal Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pət̪ə	4	6	now	then
əz	pəgəh	3	2	today	tomorrow

Name: Suvaid **Deixis Type: Temporal Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pət̪ə	4	6	now	then
əz	pəgəh	3	2	today	tomorrow

Name: Maerajudin **Deixis Type: Temporal Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pət̪ə	4	6	now	then
əz	pəgəh	3	2	today	tomorrow

Name: Ubaidullah **Deixis Type: Temporal Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pət̪ə	4	6	now	then
əz	pəgəh	3	2	today	tomorrow

Name: Shahzeb Mir **Deixis Type: Temporal Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pət̪ə	4	6	now	then
əz	pəgəh	3	1	today	tomorrow

Name: Anisa Mir **Deixis Type: Temporal Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pəṯə	4	6	now	then
əz	pəgəh	3	2	today	tomorrow

Name: Rahila Jan **Deixis Type: Temporal Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wəni	pəṯə	4	5	now	then
az	pəgəh	3	2	today	tomorrow

STUDY OF TEMPORAL DEIXIS IN CHILDREN FROM ILLITERATE FAMILIES

This part of the section- III, deals with the data that has been collected from the children hailing from illiterate family backgrounds has been given in the form of tables and each table reads the name of the informant and the type of deixis at the very outset.

Name: Sulaiman **Deixis Type: Temporal Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pət̪ə	3	3	now	then
əz	pəgəh	2	1	today	tomorrow

Name: Shugufta **Deixis Type: Temporal Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pət̪ə	3	4	now	then
əz	pəgəh	2	1	today	tomorrow

Name: InshaAyaz **Deixis Type: Temporal Deixis**

Utterance		Actual Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wəni	pət̪ə	3	4	now	then
adʒ	Ubas	1	1	today	tomorrow

Name: Rumaisa **Deixis Type: Temporal Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pət̪ə	4	5	now	then
əz	pəgəh	3	2	today	tomorrow

Name: Umar **Deixis Type: Temporal Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pət̪ə	4	6	now	then
əz	pəgəh	3	2	today	tomorrow

Name: Rouf **Deixis Type: Temporal Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pət̪ə	4	5	now	then
əz	pəgəh	3	2	today	tomorrow

Name: Iliyas Ahmad **Deixis Type: Temporal Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pəṯə	4	6	now	then
əz	pəgəh	3	2	today	tomorrow

Name: Prince Gulrez **Deixis Type: Temporal Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wəni	pəṯə	4	6	now	then
az	pəgəh	3	2	today	tomorrow

Name: SameeraBano **Deixis Type: Temporal Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pəṯə	4	6	now	then
az	pəgəh	3	2	today	tomorrow

Name: Muntasha **Deixis Type: Temporal Deixis**

Utterance		Frequency of Utterance		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wuni	pət̪ə	4	6	now	then
əz	pəgəh	3	2	today	tomorrow

ANALYSIS AND RESULTS

After the analysis of the above data for acquisition of temporal deixis by the Kashmiri - speaking children (on the basis of their family background) the following results, given below in the table, were found. The results have been extracted on the basis of percentage of usage of spatial deixis that is further depicted by the bar graph.

The total number of spatial deixis present in the audio-visuals that were administered to the children was as follows:

Temporal Deixis		Total no. of temporal deixis		Gloss	
Proximate	**Remote**	**Proximate**	**Remote**	**Proximate**	**Remote**
wəni	pət̪ə	5	8	now	then
əz	pəgəh	3	3	today	tomorrow

Therefore, a total number of 19 (5+8+3+3) temporal deixis were present in the Audio visuals administered to the children at the time of data collection.

Therefore the mean value of frequency of utterances is:

Family Background (of the informant)	Mean of the Frequency of Utterance (Temporal Deixis)
Literate	12.9
Illiterate	13.1

Now using the formula,$\% = \frac{M}{D} \times 100$ the following results are obtained

Family background of the informants	Percentage of Usage (temporaldeixis)
Literate	68
Illiterate	69

Table 9: Percentage usage of temporal deixis vs. family background.

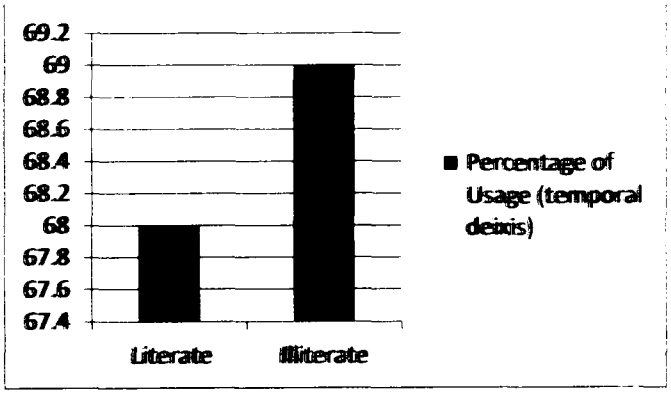


Figure 9: Percentage usage of temporal deixis vs. family background.

It is observed from the result's table and the bar graph that there is a higher usage of temporal deixis by the children hailing from illiterate families than the children who hail from literate family backgrounds.

Chapter-5

Summary and Conclusion

FINDINGS

This chapter presents the findings of "Acquisition of deixis among Kashmiri – speaking children of 4-6 Years of Age Group". There is no doubt that acquisition of deixis already plays a major role in understanding the acquisition of language and that it also presents alternative findings for language development. There is a considerable increase in the amount of temporal deictic terms used by the children from 4-6 years of age. Similarly, the usage of person and spatial deixis is increasing with the increase in age of the children under study. Also there is a trend of the usage of different deictic terms across the biological gender and the literary background of the informants.

The key findings of the present study are discussed below:

1) It was observed that children who are in the process of acquiring Kashmiri Language have an increasing trend of spatial deixis with increase in age.
2) It was further observed that the percentage usage of person deixis shows an increasing trend with the increase in age.
3) The percentage usage of temporal deixis was found increasing with the increase in age.
4) Across the biological gender of informants the usage of Person Deixis is more frequent in females than in males. In case of usage of Spatial and Temporal deictic expressions the percentage of usage of both types of deictic terms are more frequent in male children.
5) Also, it is supported by the data that occurrences of spatial deixis designating remote objects are more than those designating the proximate objects.

6) Further, it was noticed that in Kashmiri acquiring children the percentage of plural occurrences is more than those of singular occurrences.

7) Also, it was observed that the two types of deixis i.e. person and spatial deixis are used more frequently by children hailing from literate families. But, usage of temporal deixis is more frequent in children from illiterate families.

HYPOTHESIS TESTING

The hypotheses that were generated for the sake of the present study have been tested one by one in this section. The description is as follows:

NULL HYPOTHESES (H_0)

($H_0$1) Gender of the informants makes no difference in the frequency of usage of deictic terms.

Test: The results have shown that gender of the informants affects the acquisition of deixis by them. In case of person deixis, an increasing trend is observed from female to male informants and in case of spatial and temporal deixis there is an increasing trend from male to female informants. Hence, the hypothesis is rejected.

($H_0$2)Family background (literate or illiterate) of the informants have no effect in acquisition of Deixis.

Test: The results of the study reveal a decreasing trend in the acquisition/usage of person and spatial deixis by the children hailing from literate and illiterate family backgrounds, respectively. For Temporal deixis there is a clear increasing trend of the usage by the children hailing from literate and illiterate family backgrounds, respectively. Thus, the hypothesis is rejected.

ALTERNATIVE HYPOTHESES (H_1)

($H_1$1)The trend of acquisition of Person Deixis increases with increase in age.

Test: The analysis of the data yielded the result that there is an increasing trend from 4to 6 years of age, in case of the acquisition of person deixis. Therefore the hypothesis retains validity, thus is accepted.

($H_1$2) The frequency of acquisition of Spatial Deixis increases with the increase in age.

Test: It was observed that children who are in the process of acquiring Kashmiri Language have an increasing trend of spatial deixis with increase in age. Hence, the hypothesis is accepted.

($H_1$3) There is a decreasing trend of the acquisition of Temporal Deixis with the increase in age.

Test: The percentage of usage of temporal deixis as depicted by the results obtained during analysis of the data was found increasing with the increase in age. Thus the results are not in agreement with the hypothesis. So, the hypothesis is rejected.

CONCLUSION

The study gives diverse results in the acquisition of deixis by Kashmiri speaking children. These results hint at the early acquisition of the deictic terms by the children which is supported by the statement that the deictic expressions are the earliest words acquired by the children (Clark & Sengul, 1977). From the age of 4-6 years all children under study were able to utter a certain percentage of different deictic expressions viz. Person, Spatial and Temporal deixis, that were analyzed against three different variables viz. age, biological gender and family background of the children and it was found that there is a significant effect, on the acquisition of deixis on the basis of age, gender and educational background of Kashmiri Children.

In a nutshell it is concluded that three of the five hypotheses are rejected and two are accepted. The findings of the study are in favour of the basic definition of the deixis that the usage of deictic terms is context dependent. Also it could be concluded that the usage of spatial and temporal deixis is more in Kashmiri speaking boys as compared to girls. Further, it is concluded that educational background has a deep effect on the acquisition of deixis because the findings of the study suggest that Kashmiri children, under study, hailing from literate families are using much of the deictic expressions as compared to children belonging to illiterate families.

The overall data presented and analyzed in this study was collected from various parts of Northern Kashmir and we cannot ignore that in the valley of Kashmir three regional varieties of Kashmiri are spoken viz. *Kamraaz, Yamraaz* and *Maraaz* wherein the deictic expressions have phonetic variations. Thus there is a need to extend this study further for studying the other two varieties also on similar patterns.

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